

APPALACHIAN STATE UNIVERSITY

# Undergraduate Bulletin

2016–2017

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# The University

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## Appalachian's Mission

Appalachian State University prepares students to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all.

Our location in the distinctive Appalachian mountain town of Boone, North Carolina, profoundly shapes who we are. As a constituent institution of the University of North Carolina, we fulfill our core academic missions of teaching, scholarship, and service in ways that honor our geography and heritage.

We bring people together in inspiring ways. The transformational Appalachian experience develops individuals who are eager to acquire and create knowledge, to grow holistically, to act with passion and determination, to embrace diversity and difference, and to become contributing members of society.

We create rich environments where students can thrive. Our students are educated broadly and are simultaneously equipped with strong disciplinary knowledge. Academic learning occurs in a wide range of undergraduate, selected masters and intermediate programs, and the doctorate in Education offered on campus, at off campus sites, and online.

Faculty and students engage in research and scholarship that advance knowledge and address the problems of our region, state, and world through creativity and innovation. Learning takes place within formal and informal instructional settings with dedicated faculty members, in co-curricular programs that enrich classroom experience, in interdisciplinary educational formats, and through outreach to the local community and beyond. Appalachian cultivates diverse and vibrant arts that enrich the cultural and intellectual climate of the campus and region.

We promote a spirit of inclusion that inspires students, faculty, and staff to form relationships extending well beyond graduation. Our students think critically, communicate effectively, make local to global connections, and understand the responsibilities of community engagement. We embrace our obligation to help create healthy, just, and sustainable societies by equipping our students to live with knowledge, compassion, dedication, humility, and dignity.

— *The University of North Carolina Board of Governors (2014)*

## Appalachian State University: A History of Service to Students

### The Desire to Educate

The Dougherty brothers founded Watauga Academy in 1899 with the dream of helping children in North Carolina, and this tiny academy quickly evolved into a school preparing quality teachers to serve our state and beyond. Building on this strong foundation, Appalachian has grown into a destination of choice for high-achieving, intellectually curious students wanting to be engaged in the community.

### The Early Years

**Dr. Blanford B. Dougherty** and his brother founded Watauga Academy in 1899 with the dream of helping children in North Carolina's "lost provinces" discover educational opportunity to match the splendor of the mountains in which they lived. This tiny academy quickly evolved into a school preparing quality teachers to serve North Carolina.

Known as one of North Carolina's greatest educators, Dr. Dougherty led the institution for 50 years – from its humble beginnings as Watauga Academy to Appalachian Training School for Teachers, the two-year Appalachian State Normal School and later the four-year Appalachian State Teachers College. The pioneering spirit necessary to overcome the area's isolation and hardships quickly characterized the institution, giving Appalachian its special niche in higher education.

### Growing into a University

**Dr. William H. Plemmons** (1955-69) presided over Appalachian's transformation from a single-purpose teachers college into a multipurpose regional university. Yet, the precious features that set Appalachian apart – quality teacher training and a commitment to community spirit, faculty collegiality, and a beautiful mountain setting – remained secure under his leadership.

Known as the builder president, Plemmons oversaw 25 construction projects and strengthened the Appalachian spirit through enhanced activities for students and alumni, creating an interconnected community called the Appalachian Family.

When fire destroyed the administration building in 1966, it symbolized the demise of the old Appalachian and birth of the new. Enrollment exceeded 2,400 by 1958, only to double within 10 years. Full-time faculty grew to more than 300 and became more diverse. During his tenure, Appalachian also began offering master's-level programs.

### Nationally Recognized for Innovation

The university became part of the University of North Carolina system in 1971 under the leadership of **Dr. Herbert W. Wey** (1969-79). He introduced innovations that earned Appalachian national recognition as an institution of change, all while enrollment doubled to about 9,500.

Under his leadership, Appalachian implemented the student teacher program, College of Business, continuing education program

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and Watauga College, a small residential college within the greater university. It also secured the New York Loft and App House in Washington, D.C., for off-campus scholarly activities. To ensure the university's continued innovation and success, Wey created the Appalachian State University Foundation Inc. to solicit support from individuals, corporations and businesses.

Wey was a prolific writer and researcher. Peers referred to him as the "educational innovator" for encouraging faculty to develop and practice new theories of teaching and learning.

### A Leader in Technology and International Education

**Dr. John E. Thomas** (1979-93) recruited a first-rate faculty, believing that strong, effective teaching should be supported by research and community service. With a focus on improving campus technology and blending it into teaching, Thomas also developed Appalachian's leadership in distance learning, which expanded in the late 1990s and early 2000s to include a formal partnership with 10 regional community colleges. Under Thomas' leadership, Appalachian developed exchange programs in a dozen countries including China, Germany and Costa Rica.

The focus on international education continued with **Dr. Francis T. Borkowski** (1993-2003), who entered his chancellorship with a respectful vision: to create a distinctive learning environment sensitive to rapid world changes, such as technology and globalization, yet rooted in mountain values and Appalachian's tradition of teaching, scholarship and service.

In May 2003, President Molly Broad appointed **Dr. Harvey R. Durham** as acting chancellor after 24 years of service as the university's chief academic officer and 14 years prior as professor, department chair and associate vice chancellor. Dr. Durham served as acting chancellor for the school year 2003-04.

The results of these leaders' progressive changes garnered recognition for Appalachian in U.S. News & World Report and other publications as a top comprehensive university. The university's emphasis on international education led the American Council on Education to recognize Appalachian as a model institution for international studies, while programs such as Freshman Seminar, now called First Year Seminar, freshman learning communities and the Summer Reading Program prompted TIME magazine to name Appalachian a "College of the Year" in 2001.

### A Destination of Choice

Under the leadership of **Dr. Kenneth E. Peacock** (2004-14), Appalachian became a destination of choice for high-achieving, intellectually curious students wanting to be engaged in the community. In addition to small classes and challenging academics, Appalachian became known for its undergraduate research, internationalized curriculum, service-learning and sustainability, both in academic programs and campus practices. The university grew significantly in the areas of healthcare and the nexus of energy, the environment and economics. It received increased national attention for its academics, as well as its three national NCAA football championships in 2005, 2006 and 2007.

### Moving Forward Together

At the time **Dr. Sheri N. Everts** joined Appalachian in July 2014, enrollment had topped 17,800 and the university was attracting international attention with its entry in the Solar Decathlon Europe 2014 competition in Versailles, France, and students' exhibition of designs in the Milan Furniture Fair. Appalachian was also preparing to host its third annual Appalachian Energy Summit, at which leaders from North Carolina's public and private universities convene to share best practices. On Chancellor Everts' first day in office, Appalachian joined the NCAA's Division I FBS, and in 2015, Mountaineer football brought home a record-setting win at the FBS Camellia Bowl. Under her leadership, Appalachian welcomed the most diverse first-year class in university history. Chancellor Everts' priorities for moving forward as a campus community include:

- Support for faculty and staff,
- Wellness, health and safety for our campus community
- Increasing the diversity of our student, faculty and staff populations,
- Articulating the ways Appalachian defines sustainability,
- Integrating global learning into and beyond our classrooms,
- Innovative and creative opportunities for our students to engage in and showcase their research,
- Emphasizing the significance of the difference we can make in communities here and across the world through civic engagement,
- Securing the necessary resources to energize and sustain these strategic initiatives and support our world-class faculty, staff and students, and,
- Maintaining a focus on slow and steady enrollment growth.

### History of the University of North Carolina System

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The multi-campus state university encompasses 16 such institutions, as well as the NC School of Science and Mathematics, the nation's

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first public residential high school for gifted students. Chartered by the North Carolina General Assembly in 1789, the University of North Carolina was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

Additional institutions of higher education, diverse in origin and purpose, began to win sponsorship from the General Assembly beginning as early as 1877. Five were historically black institutions, and another was founded to educate American Indians. Some began as high schools. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

The 1931 session of the General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, legislation was passed bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts (now the University of North Carolina School of the Arts), Pembroke State University (now the University of North Carolina at Pembroke), Western Carolina University, and Winston-Salem State University. In 1985, the NC School of Science and Mathematics was declared an affiliated school of the University; in July 2007, NCSSM by legislative action became a constituent institution of the University of North Carolina. All the schools and universities welcome students of both sexes and all races.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members *emeriti*. The president of the UNC Association of Student Governments or that student's designee is also a non-voting member.

Each of the UNC campuses (listed below) is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each university has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves *ex-officio*. (The UNC School of the Arts has two additional *ex-officio* members; and the NC School of Science and Mathematics has a 27-member board as required by law.) Each board of trustees holds extensive powers over academic and other operations of its campus on delegation from the Board of Governors.

Appalachian State University	University of North Carolina at Chapel Hill
East Carolina University	University of North Carolina at Charlotte
Elizabeth City State University	University of North Carolina at Greensboro
Fayetteville State University	University of North Carolina at Pembroke
North Carolina Agricultural and Technical State University	University of North Carolina at Wilmington
North Carolina Central University	University of North Carolina School of the Arts
North Carolina School of Science and Mathematics	Western Carolina University
North Carolina State University	Winston-Salem State University
University of North Carolina at Asheville	

In addition to its teaching role, the University of North Carolina has a long-standing commitment to public service. The UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, nine area health education centers, and myriad other University programs and facilities reap social and economic benefits for the state and its people. For additional information, go to [www.northcarolina.edu](http://www.northcarolina.edu).

## Accreditation

### Institutional Accreditation

Appalachian State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, intermediate, 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 Appalachian State University. Contact information for the Commission on Colleges is provided to allow interested constituents to: (1) learn about the accreditation status of the institution, (2) file a third-party comment at the time of the institution's decennial review, or (3) file a complaint against the institution

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for alleged non-compliance with a standard or requirement. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, and educational support services, should be addressed directly to Appalachian State University and not to the Commission's office.

## **Disciplinary Accreditation**

In addition to this comprehensive accreditation, other special accreditation by appropriate agencies includes:

- AACSB International -The Association to Advance Collegiate Schools of Business
- Accreditation Council for Education in Nutrition and Dietetics
- American Association of Family and Consumer Science (undergraduate)
- American Chemical Society (undergraduate)
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation for Marriage and Family Therapy Education
- Commission on Collegiate Nursing Education
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)
- Council for the Accreditation of Counseling and Related Education Programs
- Council on Accreditation for Recreation, Park Resources and Leisure Services
- Council for Interior Design Accreditation
- Council on Social Work Education
- National Association of School Psychologists
- National Association of Schools of Art and Design Commission on Accreditation
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Association of Schools of Theatre
- National Council for Accreditation of Teacher Education
- North Carolina Department of Public Instruction

The University is a member of appropriate state and national associations and organizations to which its professional programs are related. These include, but are not limited to, the following:

- Academy of Nutrition and Dietetics
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association for Marriage and Family Therapy
- American Association of University Women
- American Council on Education
- American Counseling Association
- American Music Therapy Association
- American Speech-Language-Hearing Association
- Association of Collegiate Schools of Planning
- Association for Gerontology in Higher Education
- Association for Library and Information Sciences Education
- Association of Schools of Allied Health Professions
- Association of Supervision and Curriculum Development
- Association of Teacher Educators
- Association for Theatre in Higher Education
- Association of University Programs in Health Administration
- Broadcast Education Association
- Conference of Southern Graduate Schools
- Council of Academic Programs in Communication Sciences and Disorders
- Council of Colleges of Arts and Sciences
- Council of Graduate Departments of Psychology
- Council of Graduate Schools
- Highlands Biological Foundation
- National Association of Business Teacher Education
- National Association of Industrial Technology

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National Business Education Association  
National Collegiate Honors Council  
National Communication Association  
National Film and Video Association  
National Middle School Association  
National Organization on Legal Problems of Education  
National Recreation and Park Association  
National Student Nurse Association  
North Carolina Academy of Science  
North Carolina Association of Colleges for Teacher Education  
North Carolina Association of Colleges and Universities  
North Carolina Association of Summer Sessions  
North Carolina Association of Supervisors in Speech Language Pathology and Audiology  
North Carolina Conference of Graduate Schools  
North Carolina Dance Alliance  
North Carolina Middle Schools Association  
North Carolina Professors of Educational Leadership  
North Carolina Theatre Conference  
Professional and Organizational Development  
Public Relations Society of America  
South Atlantic States Association for Asian and African Studies  
Southeastern Theatre Conference  
Southeastern University Clinical Educators  
Southern States Communication Association  
Teacher Education Council of State Colleges and Universities  
U.S. Institute of Theatre Technology

### **Assessment of Student Learning at Appalachian State University**

Appalachian State University routinely defines and measures academic and administrative programs and services. To that end, students should be aware that throughout their careers at Appalachian they will be expected to respond to surveys, complete evaluations, and provide artifacts that the faculty will use to document the institution's success in fostering student learning.

In some cases, students' responses to assessment inquiries will be anonymous but in most cases, student responses and artifacts will bear unique student identifiers that will allow cross-sectional and longitudinal analysis of assessment results by program. In that the aim of assessment at Appalachian is program improvement, the analysis of results will always focus on programs and not individuals. Students should also understand that this type of information is protected by the Family Educational Rights and Privacy Act of 1974 and except in statutorily specified circumstances individual student responses will never be reported without explicit permission from the student.

## Academic Affairs

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### Academic Affairs

#### Belk Library and Information Commons

Mary Reichel, *Interim Dean of Libraries*

Leslie Farison, *Associate Dean of Libraries*

Ericka Patillo, *Associate Dean of Libraries*

[www.library.appstate.edu](http://www.library.appstate.edu)

John P. Abbott

John D. Boyd

Gary R. Boye

Greta R. Browning

Elizabeth E. Cramer

Jewel Davis

Rachel Fleming

Scott Goldstein

Margaret N. Gregor

Frederick J. Hay

Kenneth W. Johnson

Andrea Leonard

Alex McAllister

Kelly Rhodes McBride

Kelly McCallister

Pam Mitchem

Jennifer Natale

Joyce L. Ogburn

Paul Orkiszewski

Hannah Pope

Geri Purpur

Dea Rice

Scott E. Rice

Norma Myers Riddle

Allan G. Scherlen

Xiaorong Shao

Glenn Ellen Starr Stilling

Elizabeth M. Williams

M. Suzanne Wise

John Wiswell

Dustin Witsman

The Belk Library and Information Commons is centrally located on Appalachian's campus and provides access to a wide range of information resources and services. The Music Library, located on the second floor of the Broyhill Music Center, supports the curriculum and research needs of the Hayes School of Music and contains books, journals, scores, and recordings.

The Belk Library welcomes more than 1.2 million visitors each year and is regularly open 24 hours from 12:30 pm on Sunday to 9:00 pm on Friday and from 10:00 am to 6:00 pm on Saturday. Collections include print books, e-books, and access to a wide variety of audio and video in various formats. The Library also provides access to more than 400 full text and citation databases that support the curriculum and research needs of students and faculty. The Library provides areas for individual and collaborative study, electronic classrooms, and a lecture hall. Library faculty and staff are available to assist with research in person or by phone, text, chat, and email.

The principal educational goal of the Library is to improve the information literacy of students. Information literacy is the ability to find, evaluate and use information effectively, and it is an educational goal for every ASU graduate. To help students develop information literacy skills, librarians provide classroom instruction and one-on-one research assistance, as well as online tutorials and reference chat service.

The Library has numerous special collections including the W.L. Eury Appalachian Collection, the Stock Car Racing Collection, the University Archives and Records, and several Rare Book Collections all located on the Library's fourth floor. Selected materials from these collections are digitized and available on the Library's website. On the ground floor, the Instructional Materials Center contains resources for teacher education and instructional development. For items not held by the Library, interlibrary loan services and 48-hour delivery options from UNC-Asheville and Western Carolina University are available.

The Belk Library provides wireless access throughout the building and offers 440 computers, both Mac and PC, as well as desktops and laptops, for student use. All computers provide access to a full suite of software for academic projects across the disciplines. The Digital Media Studio within the Library provides assistance and access to media creation software for creating digital products, as well as an Audio Recording Room with dedicated equipment to produce high quality sound files. The Tech Checkout Desk provides a full range of digital equipment for checkout, including tablets, audio/video equipment, laptops, headphones, hard drive, and robotics kits. The Assistive Technology Room provides access to software and equipment to accommodate the research needs of students and faculty with a variety of vision, hearing, learning, and/or mobility impairments.

For additional information, go to the Library's home page, [www.library.appstate.edu](http://www.library.appstate.edu) or call (828) 262-2188.

#### Division of Educational Outreach and Summer Programs

Terry Rawls, *Executive Director*

In cooperation with each of the colleges of the University, the Division of Educational Outreach and Summer Programs provides access to a continuum of educational and enrichment experiences for those outside the confines of the residential academic year, through field-based courses, conferences, camp programs, summer sessions offerings, and professional development programs.

Although the Division of Educational Outreach and Summer Programs does not grant degrees, the offices within the division work closely with all academic departments/programs and divisions of the University in order to better serve the various groups, individuals and geographic regions calling upon the University for its services. The offices within the Division of Educational Outreach and Summer Programs are:

Appalachian State University Greater Hickory Partnership

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## Academic Affairs

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Office of Conference and Camp Services  
Office of Distance Education (including the Appalachian Learning Alliance)  
Office of Summer Sessions and Professional Development  
North Carolina Center for Engineering Technologies

### **Appalachian State University Greater Hickory Partnership**

[www.ghp.appstate.edu](http://www.ghp.appstate.edu)

*(To be determined), Director*

Appalachian State University Center at Burke  
Appalachian State University Center at Caldwell  
Appalachian State University Center at Hickory  
North Carolina Center for Engineering Technologies

The Appalachian State University Greater Hickory Partnership is a collaborative among Appalachian State University, Caldwell Community College and Technical Institute, Catawba Valley Community College and Western Piedmont Community College, and has established Appalachian State University Centers on or near each of these institutions. The purpose of this organization is to better serve the educational needs of the citizens of these communities. These centers, along with the North Carolina Center for Engineering Technologies, comprise a four-facility organization focused on identifying and meeting post-community college educational needs in the greater Hickory North Carolina region. Working collaboratively with leadership on the main campus in Boone, and with government, civic, and business interests in the region, the director and staff of the partnership investigate and deliver undergraduate degree completion, graduate degrees, and not-for-credit offerings at each of the four facilities. For more information, please call the Division of Educational Outreach and Summer Programs at (828) 262-3113 or toll free at (800) 355-4084.

### **Office of Conference and Camp Services**

[www.conferences-camps.appstate.edu](http://www.conferences-camps.appstate.edu)

*Amy Sanders, Director*

The University encourages the use of its resources and facilities by groups that are interested in providing educational and/or recreational workshops, clinics, camps, retreats, conferences, seminars, and meetings. The Office of Conference and Camp Services is responsible for the development, coordination, promotion and management of non-credit continuing education programs. Programs are offered to individuals, utilizing the resources of a diversified faculty and staff and the modern facilities, equipment, and accommodations on the main campus and the surrounding region.

Increasingly business, industry and professional associations are requiring their members to return periodically to school in order to maintain a high level of currency in their fields. Appalachian responds to these needs within its service region in arranging for specially designed non-credit courses and programs and uses the Continuing Education Unit (CEU) as a measure of academic achievement.

For information, contact the director of the Office of Conference and Camp Services, University Hall, Appalachian State University, Boone, NC 28608. Phone (828) 262-3045.

### **Office of Distance Education**

[www.distance.appstate.edu](http://www.distance.appstate.edu)

*(To be determined), Director*

The Office of Distance Education is the administrative unit of the University responsible for the implementation of off-campus degree credit programs and courses. Through coordination with the academic colleges and departments/programs, institutional resources are extended into the University's service region at ASU Centers, at Appalachian Learning Alliance and other community colleges and at UNC System institutions including the UNC-Asheville Graduate Center. In addition, many programs are offered online.

Appalachian offers undergraduate degree completion programs in either part-time or full-time formats. Off-campus graduate degree offerings have been available to the citizens of North Carolina for more than fifty years.

For additional information about credit and programs offered off-campus, please contact the Office of Distance Education, P.O. Box 32054, University Hall Drive, Boone, NC 28608, call (828) 262-3113 or (800) 355-4084, or email [distance@appstate.edu](mailto:distance@appstate.edu).

### **Office of Summer Sessions and Professional Development**

[www.summerschool.appstate.edu](http://www.summerschool.appstate.edu)

*Lynette Orbovich, Director*

The Office of Summer Sessions and Professional Development coordinates all on-campus academic summer courses instructed by Appalachian faculty and noted visiting faculty. Summer Sessions includes traditional academic courses as well as workshops and seminars of varying lengths to allow Appalachian students as well as visiting students from other institutions to fit summer studies into busy summer schedules. Summer at Appalachian State University offers students many opportunities to add a minor, tackle a challenging course, graduate early, or study abroad.

On-campus special courses and other programs are offered to teachers and other professionals for both enrichment and the pursuit

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## Academic Affairs

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of advanced degrees.

For summer school information, view the Summer School website at [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu), call (828) 262-3154, or email [summerschool@appstate.edu](mailto:summerschool@appstate.edu).

### **The Office of Equity, Diversity and Compliance (EDC)**

[www.edc.appstate.edu](http://www.edc.appstate.edu)

The programs and services of the Office of Equity, Diversity and Compliance (EDC) support students, faculty, staff, administrators, and campus visitors in the following areas:

#### **Equity**

Concerns about unlawful harassment (including violations of Title IX), discrimination, or retaliation may be brought to the EDC Office by any member of the university community.

#### **Diversity**

EDC staff members effect programming, develop policy and facilitate workshops that actively promote and support an environment of inclusion and respect for all community members and encourage conversation around a variety of social justice issues.

#### **Compliance**

Compliance: EDC staff members are responsible for directing and monitoring EHRA search and hiring procedures, charging and training search committee members in affirmative action and equal opportunity compliance, the EHRA exit interview process, and Title IX compliance.

For more information about the EDC services and staff members, visit [www.edc.appstate.edu](http://www.edc.appstate.edu) or call (828) 262-2144.

### **The Office of Disability Services**

[www.ods.appstate.edu](http://www.ods.appstate.edu)

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of Appalachian State University that no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives federal financial assistance.

The Office of Disability Services (ODS) works diligently to ensure that individuals with disabilities are provided equal access at Appalachian State University. ODS assists eligible students, faculty, staff and visitors with disabilities by determining and coordinating reasonable accommodations. Reasonable accommodations are determined individually and are intended to minimize the effects of the impact of specific limitations caused by a disability in order for a qualified individual to have equal access to programs, services and activities.

Individuals seeking reasonable accommodations due to a disability must complete the applicable procedure outlined at [ods.appstate.edu](http://ods.appstate.edu). ODS will review for eligibility in a timely manner on an individualized case-by-case basis.

ODS is located in Suite 112, Anne Belk Hall. For more information, please visit [www.ods.appstate.edu](http://www.ods.appstate.edu) or call (828) 262-3056.

### **The Cratis D. Williams School of Graduate Studies**

[www.graduate.appstate.edu](http://www.graduate.appstate.edu)

*Dr. Max Poole, Dean*

*Dr. Robert Sanders, Associate Dean*

With responsibility for graduate education, the School of Graduate Studies consists of a Graduate Faculty, represented by the Dean, and the Graduate Council. The Dean reports to the Provost and Executive Vice Chancellor for Academic Affairs.

#### **Graduate Education**

Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, and developing or extending academic or professional specializations. Accordingly, the Cratis D. Williams School of Graduate Studies offers programs leading to master's, specialist, and doctoral degrees, as well as selected graduate certificates.

As part of its responsibility for graduate education, the School of Graduate Studies oversees all graduate work carried out in the departments, schools, and colleges of the University by evaluating and approving applicants for graduate study, qualifications of candidates for graduate degrees, graduate curricula and programs, and graduate faculty credentials; and administering assistantship, scholarship, and fellowship programs.

## Academic Affairs

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### **William C. Hubbard Programs for Faculty Excellence**

*Anne Belk Hall, Suite 227 (828)262-3040*

[www.hubbardprograms.appstate.edu](http://www.hubbardprograms.appstate.edu)

The William C. Hubbard Programs for Faculty Excellence comprises two units: Faculty and Academic Development and Learning Technology Services. Together these units provide support and leadership to faculty members and departments in the development of innovative pedagogies; interdisciplinary teaching; “across the curriculum” competencies; appropriate uses of instructional technology; scholarly agendas; valid, reliable and efficient faculty evaluation processes; preparation for administrative roles; preparation for global competencies; and effective planning for different career stages.

### **Information Technology Services**

*Cathy Bates, Associate Vice Chancellor and Chief Information Officer (CIO)*

[www.its.appstate.edu](http://www.its.appstate.edu)

Led by the Chief Information Officer, Information Technology Services (ITS) is Appalachian’s central information technology unit. ITS develops, supports, and fosters the use of technology to enable essential innovation in research, learning, and administrative processes. ITS works closely with other campus units, including distributed information technology units to ensure our services, priorities, and polices are developed through strong governance and collaboration with the University community.

### **Institutional Research, Assessment and Planning**

*Heather Langdon, Interim Director*

[www.irap.appstate.edu](http://www.irap.appstate.edu)

The fundamental purpose of the Office of Institutional Research, Assessment & Planning (IRAP) is twofold, directed toward fulfilling the stated missions of the University of North Carolina and of Appalachian State University:

- to provide data support for university planning and management activities; and,
- to provide leadership for comprehensive academic and administrative planning and assessment.

IRAP assumes primary responsibility for (a) collecting data about the performance of the university, (b) collecting data about the environment of the university, (c) analyzing, interpreting, and presenting the collected data, and (d) transforming the data into meaningful information that supports university planning, policy making, decision making, and assessment. Services of IRAP are available to university administrators, faculty, and students involved in planning and management activities as well as to persons and agencies outside the university. In fulfilling its mission, IRAP seeks to anticipate information needs, present information in accessible and useful ways, and provide prompt, accurate, and courteous service.

### **Office of International Education and Development (OIED)**

*Plemmons Student Union, 3rd Floor, Suite 321 (828) 262-2046*

[www.international.appstate.edu](http://www.international.appstate.edu)

*Jesse Lutabingwa, Associate Vice Chancellor for International Education and Development  
and Director of International Research and Development*

Appalachian combines a strong liberal arts foundation with a comprehensive, pervasive, and integrated commitment to internationalization. The mission of internationalization efforts at Appalachian is to develop awareness, knowledge, and appreciation of and respect for cultural differences in both domestic and international contexts in students, faculty, staff, and the surrounding communities. Through the Global Learning quality enhancement plan (QEP), Appalachian seeks to engage students in multiple and varied diverse learning experiences at home and abroad to increase their knowledge of global issues, regions, and cultures; improve their intercultural skills; and develop attitudes that cultivate global citizenship. At Appalachian, we define global citizenship as a moral and ethical disposition through which our students might understand local and global contexts and their responsibilities within different communities. The University is also dedicated to creating a campus environment that builds the theoretical and practical skills needed to interact effectively in a global society. Through the curriculum, co-curricular activities, relationships with scholars and students from around the world, education abroad programs, grants and scholarships for collaborative research abroad, and numerous cross-cultural programs, Appalachian creates opportunities for students to understand the world and be active participants in it. Appalachian’s ability to fulfill the commitment to internationalization is the result of bright and curious students working with an inspired and diverse faculty, a demanding and interdisciplinary curriculum, and a thriving international program.

### **Education Abroad**

Appalachian offer students a wide selection of faculty-led, short-term study abroad programs. Students have the opportunity to earn up to six credit hours, which are applied toward their degree programs, while spending one to five weeks abroad. With the exception of some language programs, Appalachian faculty members teach short-term study abroad courses in English.

Through bilateral exchange, consortia, and affiliation agreements, Appalachian students have access to more than 200 international programs to consider for semester or year study overseas. OIED partners with more than 70 institutions abroad for exchange programs and Appalachian is a member of the University of North Carolina Exchange Program (UNCEP), International Student Exchange

## Academic Affairs

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Program (ISEP), and Academic Consortium of the Council on International Educational Exchange (CIEE). While many locations offer the opportunity to study in a foreign language, many programs are in English-speaking countries or offer courses in English. The cost of all bilateral exchanges is the same as tuition and fees at Appalachian and room and board at most partner institutions is the same as on campus; the cost of other programs vary widely.

Students who receive scholarships and financial aid can apply these benefits to the cost of studying abroad. Students can also apply for a limited number of education abroad scholarships offered through OIED.

Additionally, Appalachian students can participate in international research, student teaching practicums abroad, international service learning, and international internships and independent study. The , in collaboration with OIED, has created several opportunities for students to participate in clinical observations or other professional experiences at partners institutions abroad.

### International Research And Development

OIED strengthens the internationalization of Appalachian through world-class contributions to education, research, and development across the globe. OIED designs and implements international technical assistance and training projects and contributes to both the theory and the practice of international development. Through its development and participant training projects, research, and outreach activities, OIED works to enhance the capacity of developing nations to meet critical challenges. OIED works to bridge the gap between the theory and practice of international development by offering research, service, and learning opportunities abroad to Appalachian faculty, staff, and students.

### International Student and Scholar Services & Outreach

Appalachian offers comprehensive support services for our international students and scholars. These services include personal advising, academic support, assistance with immigration and health insurance, and social and informative programs including a week-long welcome orientation, host family matching, "This, too, is America" - a series of classes and excursions to local and national places of interest, International Coffee Hours on campus, and other cultural events. International Appalachian (INTAPP), a university-funded student service organization and iPALS, work with OIED to help orient and acclimate international students to the Appalachian campus. iPALS matches new international students with current Appalachian State students for friendship and cultural exchange. iPALS is a great opportunity to create new friendships, learn about different cultures, and create memories that will last a lifetime. This program also serves as an important resource for cross-cultural learning and exchange.

International outreach at Appalachian provides resources and develops intercultural programming and training initiatives to serve the campus as well as the communities of Northwestern North Carolina. Programming efforts in international outreach promote the internationalization of the Appalachian campus, the local community, and K-12 schools in this region.

### International Studies At Appalachian

Appalachian offers more than 300 international courses along with specific programs with an international focus. These programs and courses include:

- Bachelor of Arts degree in Global Studies
- Bachelor of Arts degree in Languages, Literatures, and Cultures with concentrations in French and Francophone Studies and Spanish, and a Bachelor of Science degree with K-12 teacher licensure in Languages, Literatures, and Cultures with concentrations in French and Francophone Studies, Education (K-12) and Spanish, Education (K-12)
- Bachelor of Science in Criminal Justice degree with a concentration in International Studies
- Bachelor of Science degree in Political Science with a concentration in International and Comparative Politics
- Bachelor of Science in Business Administration degree in International Business; and a Bachelor of Arts degree in Economics with a concentration in International Economics (See the Department of Economics listed under the Walker College of Business.)
- Minors in Global Studies, International Business, Arabic, French and Francophone Studies, Japanese, TESL/Applied Linguistics, Spanish, German, and Chinese. (For a description of the International Business minor, see listing under the Walker College of Business)
- Courses in French, German, Spanish, Arabic, Chinese, Japanese, Latin, Portuguese, and Russian

### The Office of Research and Sponsored Programs

*Dr. Alan Utter, Interim Vice Provost for Research and Chief Research Officer*

[www.orsp.appstate.edu](http://www.orsp.appstate.edu)

The Office of Research serves as a major advocate for research by assisting faculty, staff, and students in the acquisition of external funding; by providing internal support for research and creative endeavors; and by insuring a visible profile for University research and grant activities.



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### **Grants Resources and Services and Sponsored Programs**

The Grants Resources and Services staff provides assistance to the University community in identifying both public and private sources of external funding and in the development of grant proposals. The Sponsored Programs staff oversees submission of all grants and contracts on behalf of the University community, including monitoring proposals for compliance with University, State, and funding agency requirements, and acquiring proper administrative approvals.

The Office of Special Funds Accounting in the Division of Business Affairs assists faculty, staff, and students with the financial administration of grants and contracts after the funds have been awarded to the University

### **Research Protections**

Integrity in research is the basis for the academic search for knowledge. Persons involved in academic research must guard the truth and protect the public trust that research in an academic environment has long held. The Chief Research Officer (the Vice Provost for Research), the Director of Research Protections, and the staff of Research and Sponsored Programs are responsible for monitoring compliance with policies on the responsible conduct of research at Appalachian, including integrity in scholarship and scientific research; the rights and welfare of human research subjects; care for laboratory animals; biosafety; radiation safety; dissemination of technology, goods, and information to foreign nationals, countries, and other international entities; and ownership of research and other intellectual property.

### **Research Consultation**

The staff in the Office of Research Consultation will work collaboratively with faculty across campus to develop partnerships among research scholars, help increase the university research and extramural profile, and promote the use of data in faculty research. Specifically, the staff will support research at Appalachian by providing faculty with statistical and analytic guidance and assistance. The office will give priority to supporting faculty who are working on externally funded research projects, preparing external grant and contract submissions, or working on research projects that have the potential to lead to external funding. The office will also develop and disseminate resources and training materials that will assist faculty with data management and provide guidance for conducting a variety of quantitative and qualitative analyses.

# Student Life

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## Student Life

### Lee H. McCaskey Center for Student Involvement and Leadership

(To be determined), Director

[www.csil.appstate.edu](http://www.csil.appstate.edu)

The Lee H. McCaskey Center for Student Involvement and Leadership, a part of the Division of Student Development, recognizes that the development of the whole student is achieved through in-class and out-of-class learning opportunities and experiences. These experiences are provided through programs designed to enhance leadership, intellectual, personal, cultural, and professional development. It is believed that when afforded opportunities for learning and growing, students will graduate from the institution with a better understanding of themselves and their peers, organizations, chosen professions, and responsibilities as part of a larger community.

Programs and services are grounded in the philosophy that all students be given opportunities and responsibilities for engaging in activities, programs and services relevant to their individual, educational and professional goals. The Center, through the implementation of student development theories in traditional and non-traditional settings, assists students in developing environments that enhance diversity, promote ethical and moral development, and provide leadership and experiential learning opportunities. To this end, the Center promotes personal growth opportunities, leadership development, social development and student accountability through personal counseling and instruction, practicum and experiential learning opportunities.

More than 275 clubs and organizations are recognized by the University with over 8,000 students involved in these groups. Academic, honor, special interest, service, religious and activity organizations are open to all students. There are 25 fraternities and sororities with 1,200 students that comprise the Greek system and maintain an active presence on the campus. Students have an opportunity to learn about clubs through club expos held each year, club advertising and recruitment activities, new student orientation and by visiting the Center. Research shows that involvement can be a positive factor for academic success and personal satisfaction with your college experience. Students who become involved on-campus more often than not get better grades and indicate that they have had a more positive experience in college. Students who become involved in organizations related to their major find such involvement reinforces classroom learning as well as providing valuable hands-on experience.

The Center offers a wide variety of leadership and involvement opportunities for all students. Whether you are interested in taking leadership classes for credit, attending conferences and seminars, or receiving individual advisement, the Center staff can provide that support. Programs range from an Emerging Leaders Program for new students to a Keystone Series for seniors and everything in between. Students have access to the Leadership Resource Center where books, videos and instruction materials about leadership are available.

Through participation in the **Student Government Association**, students may take an active role in University governance. The SGA consists of two branches and is made up of elected representatives from residence halls and off-campus constituencies. The Executive branch is made up of the President and the Executive Cabinet; the Legislative branch is composed of the Vice President, the Legislative Cabinet and the Senate. The Senate deliberates on student welfare matters, from academic requirements to residence life, and makes recommendations to the University. Students help to formulate and write University policy by serving on faculty-student-staff committees on academic policy, admissions, business affairs, public programs, public service, registration, research, student life, and traffic. Students can also represent student opinions by volunteering to serve on University committees ranging from academic policies and procedures, to student health care, to parking.

**Student Publications** provides students the opportunity to become involved with campus media while developing writing, editing, photography, graphic design and advertising skills that enhance classroom learning and provide hands-on experience that translates to job opportunities on leaving the University. *The Appalachian*, the University's award-winning twice weekly paper, is distributed free on-campus to keep students informed of important campus events. *The Appalachian Online* is Student Publications' worldwide website containing the latest news from the pages of *The Appalachian*, as well as links to other sources of information. Both the print version of *The Appalachian* and the online version offer an instructional experience for students interested in careers as student journalists. Students learn the responsibilities of a free press by making all content decisions.

### Student Programs

Jeff Cathey, Director

[www.studentprograms.appstate.edu](http://www.studentprograms.appstate.edu)

Student Programs, a division of Student Development, provides the Appalachian community with a variety of social, cultural, and community service educational programs and experiences. Producing events and programs provides involved students with valuable work related skills in managing, leading, organizing, communicating, motivating others, budgeting, advertising, etc.

Student Programs manages the Plemmons Student Union and Legends Social Center to provide facilities and services for programming, meetings, bands, parties, and the general enhancement of life at Appalachian.

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The Appalachian Popular Programming Society (A.P.P.S.), is the all-campus programming organization sponsored and advised by the Department of Student Programs. Membership is open to all interested students and provides excellent leadership opportunities. A.P.P.S. has two major goals. One is to enhance the quality of campus entertainment. The second is to provide significant “hands on” learning experiences and leadership opportunities for involved students. The organization is made up of an executive cabinet and the following student-run programming councils: Stage Shows, Special Events, Club Shows, Films, Concerts, the Council for Cultural Awareness, and the Appalachian Heritage Council.

The Plemmons Student Union’s purpose is to build community among ASU students. There are a number of services and facilities located in the Union. They include the A.C.T. Community Outreach Center, two Coffeeshouses, Career Exploration Office, the Multi-Cultural Center, a game room, two ballrooms, Art Gallery, lounges and various meeting rooms. McAlister’s Deli and the Cascades Café are located in the Union. Other services provided in the Union include the Information Center, and the Mt. Mitchell Fitness Center, computer labs and study rooms. The Greenbriar Theater is a popular location for classic films. The Summit Trail Solarium is a prime gathering place for students at Appalachian. A roof top patio and amphitheatre are also available for outdoor performances, receptions, etc. Room reservations can be made by calling (828) 262-3032. The new 58,000 square foot addition to the PSU is scheduled to open in January of 2013.

Legends is Appalachian’s social and entertainment center. With a capacity of 1,000 patrons, it is staffed by student employees. A wide variety of entertaining programs occur in Legends and are coordinated by the A.P.P.S. councils. Such programs include regional and local bands, national entertainers, theme parties, DJs and comedians. Past performances have included the Dave Matthews Band, Outkast, Coolio, Hootie & the Blowfish, Widespread Panic, John Mayer, Dark Star Orchestra, Disco Biscuits, Eric Church, Corey Smith, Grace Potter and the Nocturnals, and the North Mississippi Allstars, to name a few.

### **Appalachian and The Community Together/Community Outreach Center**

ACT, supported by both Student Development and Academic Affairs, offers opportunities for students to get involved in community service, academic service-learning, and community-based research within the NC High Country, as well as across the state, nation and world. In addition to hosting a comprehensive database of information on over 150 local community agencies, ACT offers engagement opportunities for every ASU student -- from one-time events in Boone to full-year international opportunities abroad. Students who participate in the ACT program will increase their awareness, become involved, and affect change concerning critical social, economic and environmental issues. For more information, stop by the ACT Community Outreach Center or visit the ACT website at [www.act.appstate.edu](http://www.act.appstate.edu).

### **Office of Multicultural Student Development**

*(To be determined), Director*

[www.multicultural.appstate.edu](http://www.multicultural.appstate.edu)

It is an essential public service to recruit, retain and graduate a diverse student body that is able to apply innovative solutions to the complex cultural, economic, social, environmental and political challenges of a global society. The Office of Multicultural Student Development, part of the Division of Student Development, contributes to the academic mission of Appalachian State University by providing marginalized and underrepresented students with mentoring, advocacy, community and identity affirmation; as well as by offering multiple and varied learning opportunities for all Appalachian students to develop an appreciation for diversity and different perspectives, enhance self-awareness, increase multicultural knowledge and strengthen intercultural competency.

Multicultural Student Development aspires to offer leadership, advocacy and serve as a resource to all Appalachian State University constituents and residents of Northwest North Carolina in matters concerning diversity. Multicultural Student Development also aspires to contribute to a campus-wide conversation that advances the University’s commitment to an inclusive learning environment for everyone.

Multicultural Student Development operates three student-led outreach centers; the LGBT Center, the Multicultural Center and the Women’s Center. The following principles guide our work:

*Social Justice:* To challenge the roots of oppression, inequity and injustice; empower all people to exercise self-determination and realize their full potential.

*Collaboration:* To share resources and expertise with students, faculty, staff and community partners; provide leadership in promoting diversity and social justice in our community.

*Community:* To foster a sense of belonging to, engagement with, and shared responsibility for the well-being of the community.

*Learning:* To foster safe spaces for the exploration of new ideas and concepts and to encourage critical thinking.

*Intercultural Competence:* To enhance self-awareness, knowledge of difference, and ability to interact across differences.

*Leadership:* To mentor, challenge and empower students through out-of-class experiences that help develop self-efficacy and allow for the exploration of ideas, passions and interests.

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*Support:* To guide students, advocate, teach accountability, empower, cultivate culture of inclusion, and promote the interests or causes of students.

*Sustainability:* To value social capital, preserve culture, embrace social, economic and environmental interdependence.

*Personal Well-being:* To promote an active process of becoming aware of and making choices that help enhance one's health.

### Religious Life

Appalachian is a state-owned campus, and as such it has no religious affiliation. Its students, however, promote and support a variety of denominational and non-denominational student organizations. Numerous churches are within walking distance of the campus, and many have student centers open to all students.

### Student Fees

Student fees support such services and activities as the Student Health Services, Student Union, Quinn Recreational Center, campus technology, cultural programs, student government, concerts, social activities, forensics, theatre, intramurals, student publications, and attendance at all athletic events on-campus.

### Athletics

*Doug Gillin, Athletic Director*

[www.appstatesports.com](http://www.appstatesports.com)

Appalachian State fields a successful NCAA Division I athletics program and is a proud member of the NCAA Division I FBS (Football Bowl Subdivision – the highest level of intercollegiate competition) Sun Belt Conference for 18 of its 20 sports (Appalachian State wrestling competes in the Division I Southern Conference and field hockey is a Division I independent).

While its success spans all 20 sports, Appalachian is perhaps most notable for its success on the gridiron. Mountaineer football won three-consecutive NCAA Division I FCS (Football Championship Subdivision) national championships from 2005-07 and a 34-32 victory over the University of Michigan (college football's all-time winningest program) in 2007 put Appalachian in the national spotlight both academically and athletically. In 2015, Appalachian State became the first team to ever win 11 games in its first full-fledged season as a member of NCAA Division I FBS, going 11-2 with a 31-29 win over Ohio in the Raycom Media Camellia Bowl. The Camellia Bowl triumph also made Appalachian State the first team to ever win a bowl game in its first full-fledged FBS campaign and set a new Sun Belt Conference record for single-season victories.

In addition to their success in the athletic arena, Appalachian State student-athletes are also among the nation's top performers in the classroom. In 2016, Appalachian State swept the Sun Belt Conference's highest individual honors for academic performance (the Sun Belt Male and Female Postgraduate Student-Athletes of the Year awards) and, in 2015, Appalachian claimed the conference's top academic honor for an athletic department when it won the Sun Belt Institutional Graduation Rate Award. In the spring semester of 2016, 222 students were named to the athletics department's academic honor roll for compiling a 3.25 grade point average or higher, including 19 students that earned a perfect 4.0 GPA

Appalachian State possesses some of the finest athletic facilities that the nation has to offer. Each of the Mountaineers' 20 sports train and compete in facilities that have been built or remodeled since 2000. The facilities are highlighted by the 120,000-square-foot Appalachian Athletics Center, which houses training and academic areas for all 20 sports. Other facilities include Kidd Brewer Stadium (football, track and field), the Holmes Center (basketball, volleyball, track and field), Beaver Field at the Jim and Bettie Smith Stadium (baseball), Sywassink/Lloyd Family Stadium (softball), Appalachian State Soccer Stadium at the Ted Mackorell Soccer Complex (soccer), Appalachian Varsity Courts (tennis), the Don Kennedy Trails (cross country) and Brandon & Erica M Adcock Field at Appalachian Field Hockey Stadium. The Mountaineers also practice in top-notch surroundings at the Sofield Family Indoor Practice Facility and Varsity Gym, which is also the competition venue for Appalachian State wrestling.

For the most up-to-date information on Appalachian State athletics, visit [www.appstatesports.com](http://www.appstatesports.com).

*Fall Varsity Sports:* Men's Cross Country, Women's Cross Country, Field Hockey, Football, Men's Soccer, Women's Soccer, Volleyball

*Winter Varsity Sports:* Men's Basketball, Women's Basketball, Men's Indoor Track and Field, Women's Indoor Track and Field, Wrestling

*Spring Varsity Sports:* Baseball, Men's Golf, Women's Golf, Softball, Men's Tennis, Women's Tennis, Men's Outdoor Track and Field, Women's Outdoor Track and Field

### Career Development Center

*Sharon Jensen, Interim Director*

[www.careers.appstate.edu](http://www.careers.appstate.edu)

Appalachian provides a full range of career services to assist students with career-related issues and career management skills. At Career Exploration Office, the Career Development Center's satellite service, students can receive assistance in identifying academic majors and career options compatible with their interests, abilities, and values. Computerized guidance programs and other assessment



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tools assist with this process.

The Career Development Center offers individualized advising on self-managed career development, experiential learning, and personal marketing strategies. Students can access [www.careers.appstate.edu](http://www.careers.appstate.edu) for a variety of resources on careers, graduate schools, employers and full-time job opportunities. Information on internships can be found at [www.internships.appstate.edu](http://www.internships.appstate.edu).

Special services for graduating seniors include on-campus interviews and an online career account for posting resumes and viewing job openings. Workshops, practice interviews, and resume critiques help prepare students for the job search, while career and internship fairs provide the opportunity for students to make direct contact with a wide range of employers.

### Student Employment

The Student Employment Office assists students in obtaining part-time job opportunities. On campus jobs are found through the Federal Work Study program and various Student Temporary positions. Student Employment places students who have accepted an award for Work Study through the Financial Aid Office. For more details about the Work Study Program, please visit the following website: [www.studentemployment.appstate.edu/pagesmith/11](http://www.studentemployment.appstate.edu/pagesmith/11). Student Temporary work is found by applying with campus employers which include, but are not limited to: Food Services, University Recreation, University Housing, Belk Library and Information Commons, and the Child Development Centers.

For more information regarding finding employment, please go to [www.studentemployment.appstate.edu](http://www.studentemployment.appstate.edu) or visit the Office of Student Employment located in John E. Thomas Hall, Room 389 to meet with a staff member.

### Counseling and Psychological Services Center

[www.counseling.appstate.edu](http://www.counseling.appstate.edu)

*(To be determined), Director*

The Counseling and Psychological Services Center is part of a comprehensive program of student services within the Division of Student Development at Appalachian State University. The Center has as its primary purpose the prevention of psychological difficulties and treatment of the mental health concerns of its students. To meet this goal, the Center provides confidential individual, couples and group counseling for a variety of developmental and psychological issues. Concerns addressed in therapy range from personal growth and educational decisions to more serious issues that can cause psychological distress and interfere with academic functioning. The Center also provides 24-hour emergency response services when classes are in session for students experiencing extreme psychological crises. The Center is staffed by licensed psychologists and counselors and serves as a training site for an APA-accredited predoctoral psychology training program, as well as externs and practicum students for the Clinical Health Psychology, Human Development and Psychological Counseling, and Social Work graduate programs at Appalachian State University.

The Center also seeks to assist in the creation and maintenance of a University environment that will foster the well-being and personal development of its members. The Center provides outreach programs and psychoeducational workshops in a variety of venues to address such issues as eating disorders, sexual assault, career choice, substance abuse, stress management and suicide prevention. Center staff also are available to consult with University students, faculty, staff and others concerned about the psychological well-being of any University student.

The Career Exploration Office, co-sponsored by the Counseling and Psychological Services Center and the Career Development Center, offers assistance in career choice and planning. Trained and supervised student counselors assist students in learning about themselves and the world of work, making decisions, and developing career plans.

### University Housing

[www.housing.appstate.edu](http://www.housing.appstate.edu)

*Tom Kane, Director*

The University has 20 residence halls housing nearly 6,000 students in a living and learning atmosphere. The quality of the on-campus experience is of as much a concern to the University as the quality of any academic program.

The halls are staffed and supervised by personnel who are trained to create a friendly atmosphere in which students can enjoy life and feel a part of the University community. The Office of University Housing employs 165 professional, graduate, and undergraduate staff members who live in the residence halls to respond to the needs of our resident students.

University Housing has qualified student leaders and professional staff who are responsible for creating an environment within our living and learning units that is conducive to, and complements, the educational process. Each residence hall has a hall council that works with the staff to provide social, educational, cultural, and recreational programs. There are limitless opportunities for meeting the needs of the resident student through program development and implementation.

Each room is equipped with basic furniture. Students are allowed to supply rugs and other personal furnishings according to individual taste. Students may want to bring: one or more UL approved electrical outlet strips with a circuit breaker (maximum 6 outlets per strip); TV; stereo, radio, CD player; carpet (Halls with carpet: Newland, Living Learning Center, Appalachian Heights, Doughton,

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White, Lovill, and Appalachian Panhellenic Hall); bookshelf (free standing); desk lamp; alarm clock; trash can; umbrella; a personal computer and ethernet cord for internet connection. (The Living Learning Center and several academic buildings have computer labs available for student use. Print stations are available at the East and West service desks.)

Some appliances are allowed in the student rooms (lamps, television sets, small refrigerators); but others are NOT (hot plates, toasters, heat lamps, halogen lamps, heaters, George Foreman type grills, and other electrical appliances). Irons may be used in laundry rooms. Additional items that students should NOT bring are as follows: ceiling fans or track lighting; power tools; nails; lofts (these are against fire code regulations); pets other than fish (10 gallon tank limit); candles, incense burners, or any apparatus that produces an open flame; handguns, rifles, shotguns (it is a felony to possess a weapon on campus); knives, BB guns, fireworks (it is a violation of NC law to possess these items on campus). The Residence Hall License Contract contains specific regulations and policies which govern residence hall life. All students are responsible for knowing these regulations and conducting themselves accordingly. Any student who is evicted from on-campus housing is not eligible for a refund of room rent.

**Housing requirements.** All new, incoming freshmen (having never attended an institution of higher learning) are required to live in University-owned housing with the exception of those students living with parents or guardian within a 30 mile radius, those who are married, single parents, 25 years of age or older, or veterans eligible for training under Public Law 358, G.I. Bill effective June, 1966. ALL RESIDENCE HALLS ARE CLOSED DURING WINTER BREAK. NO STUDENT CAN STAY DURING THIS TIME.

**All students reserving rooms are subject to an academic year room and board contract.** Students who reserve a room for the academic year are obligated to pay room rent for fall and spring semesters as long as they are enrolled. Exceptions are made during the term of the housing agreements for students participating in off-campus field service programs (i.e., internship or student teaching outside of Watauga County), students getting married during the term of the agreement, and students who do not enroll for any coursework for the second (spring) term. A prorated refund will be considered for those students who are married during the semester, provided proof of marriage is supplied.

**Returning students** have the opportunity to reapply for housing each January/February prior to the next term of housing. Housing assignments are offered to a limited number of returning students who apply by the published deadline, receive an invitation to choose a room, and complete the room selection process.

Students who request contract cancellation prior to June 30 will incur a \$250 charge on their student account to cover administrative costs. If a student's request to cancel a contract is received after June 30, the student is liable for the entire amount of housing charges for the fall semester. Because the License Contract is for an academic year (fall and spring semesters), students who are residents in the fall semester are expected to continue to occupy rooms in the spring semester.

**Freshmen:** Starting February 1st of each year, a freshman student that has been accepted and paid their \$200 pre-payment to Appalachian State University must go to the University Housing Office website ([www.housing.appstate.edu](http://www.housing.appstate.edu)) to fill out their housing application. Each student must read and agree to the entire housing contract. The deadline to fill out the housing application is May 1st and the student will receive their housing assignment around mid-July. The housing assignment will be emailed to their university email address and will include roommate contact information.

**Transfers:** Transfer students who are interested in residential student housing are encouraged to apply, but are **NOT** guaranteed a housing assignment. Transfer students are assigned after returning students and freshman students have been assigned. Transfer students will be assigned in the order that housing applications are received.

Students requesting to be roommates should complete the appropriate sections on their housing applications. Both students' completed applications need to include a mutual request. All roommate request changes must be made in writing and received by June 30th. Changes to housing applications received after July 1st will not be honored.

**"Academically Ineligible Statement."** Students with room assignments who are declared academically ineligible at the end of the fall semester will have their housing assignments cancelled. They should contact the housing office about checking out of their residence hall during the first week of January.

### Mary S. Shook Student Health Service

*Robert S. Ellison, M.D., Director*

[www.healthservices.appstate.edu](http://www.healthservices.appstate.edu)

Medical Services are provided to eligible students by the Mary S. Shook Student Health Service at its location on the second floor of the Miles Annas Student Support Services Building on Howard Street. Full service clinic hours are 8AM-4PM Monday-Friday (9AM-4PM Wednesday). Limited service clinic hours are 10AM-2PM Saturday, and 1PM-5PM Sunday. Health Service is also open for limited services 8AM-11AM during breaks. Summer hours are 8AM-4PM Monday-Friday (9AM-4PM Wednesday). Registered Nurse telephone consultation is available when Health Service is closed. Persons calling Health Service at (828) 262-3100 will be given the option to access this service. Referrals to off-campus physicians or to the Watauga Medical Center may be required for services not available or outside of regular clinic hours. In such cases, the student is responsible for all charges incurred.

## Student Life

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**A current, valid Student ID must be presented before each visit to the Health Service.** Students paying fees for nine or more credit hours during an academic semester or at least one credit hour during a summer term are eligible for care at the Health Service. Students who are enrolled and pay fees for less than those hours may elect to pay the Health Service fee at the Student Accounts office and be eligible for care. The Health Service is funded by student health fees. Many services provided require no payment other than the health fee, though there is a nominal charge for some services. Contacts with the Health Service are confidential. Records are maintained separately from the University records for the use of Health Service personnel and may be released only with written permission by the student.

**The Health Service does not issue medical excuses for class absences due to illness or injury.** Students who withdraw from the University for health reasons should do this through the Health Service and must receive a medical clearance before being re-admitted. This clearance must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of the student's ability to participate in University life.

**North Carolina law requires that all students have a complete immunization record on file at the Health Service. Students not in compliance will be administratively withdrawn from the academic term in question.**

### **Mandatory Student Insurance Requirement**

Beginning with the 2010-11 academic year, any student enrolled in a degree-seeking program at Appalachian State University for six or more semester hours and who is eligible to pay the student health fee, must provide proof of a creditable health insurance policy. Students who do not provide proof of insurance by the start of fall classes will be charged each semester for health insurance provided by Blue Cross Blue Shield, the company selected by the UNC Board of Governors to provide medical insurance system wide.

Any student meeting these criteria who has an existing creditable coverage health insurance policy is able to waive out of the UNC system plan easily and quickly online. No paperwork is required. The Web portal to waive out of the UNC system plan may be found via a link at ASU Student Health Service website. A response to a waiver request submission typically will be made within no more than three business days once the verification process begins. For further information, go to [www.healthservices.appstate.edu](http://www.healthservices.appstate.edu).

### **Office of Student Conduct**

*J. David Elrod, Director*

*James Lorello, Assistant Director*

*Shanoya Conner, Assistant Director*

*Daniel Meadows, Assistant Director*

### **Academic Integrity Code & Code of Student Conduct**

[www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu)

Appalachian State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community - students, faculty, administrators and staff, share in the responsibility of protecting and promoting that environment and all are expected to exemplify high standards of professional and personal conduct.

As an academic community, the University has an interest in the safety, welfare, and education of the members of this community and in fostering an environment consistent with the educational mission, purpose, and processes of the University. Appalachian's Academic Integrity Code and the Code of Student Conduct were developed to assist students in their learning beyond the classroom into all aspects of life.

When students voluntarily enter the University, they assume obligations of performance and behavior relevant to the University's mission, processes, and functions. Expectations of students in an academic community are higher than those of other citizens. A violation of these standards and expectations can result in disciplinary sanctions.

Sanctions are designed to be educational in nature and focuses on promoting responsible conduct, teaches about the consequences of misconduct for the individual and the community, provides opportunities for growth and development, and holds students accountable for their behavior. However, students who fail to follow community standards are treated similarly to students who have failed academically and can be removed from the University.

The illegal or abusive use of alcohol and other drugs by members of the academic community adversely affects this educational environment. North Carolina and federal laws restrict or prohibit the use of alcohol and other drugs in various contexts. The illegal or abusive use of alcohol and other drugs is not compatible with personal health and welfare and the pursuit of academic excellence, and will not be tolerated by Appalachian State University on or off campus or as part of any institutional activities.

The Office of the Dean of Students is host to the **Student Legal Clinic**. An attorney is available to assist students with legal concerns that arise during their academic experience. The most common issues are landlord and tenant disputes, minor criminal issues, and traffic violations. An appointment to meet with Ms. Karla Rusch can be scheduled by calling (828) 262-8284.

## Student Life

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Students, faculty and staff are encouraged to contact the Office of Student Conduct at any time for consultation on policies and procedures. The Office of Student Conduct, located on the third floor of the Plemmons Student Union, may be reached by telephone at (828) 262-2704, by fax at (828) 262-4997, or by email at [studentconduct@appstate.edu](mailto:studentconduct@appstate.edu).

### Post Office

*Greg Y. Foster, Director*

[www.po.appstate.edu](http://www.po.appstate.edu)

A United States Post Office Contract Station is maintained by Appalachian in the Miles Annas Student Services Building. A mailbox is provided for students living on campus and will be automatically assigned to them approximately August 1st. Students may check online under their AppalNet account to find their ASU Box number and the combination for their mailbox. The mailboxes are located in the Appalachian State University Post Office in the Miles Annas student Support facility at 614 Howard Street. The student's University mailbox address is used by the University for communicating with each student and for receiving personal mail via United States Postal Service. For this reason, students are responsible for checking their University mailboxes frequently.

Students not living on campus will not be assigned a mailbox unless they opt in for a mailbox and pay a \$41.00 fee, this is a per semester fee. Opting in must be done each fall and spring semester. The fall semester opt in option will be available starting July 15 and spring semester opt in will be available after the end of fall semester. \* Students wanting to opt in and keep their current mailbox must complete the process within a week or two after the option is available. If not done in time the mailbox may be reassigned to another student and a different mailbox will be assigned to the student opting in.

If a student chooses to opt in for a campus mailbox, they may do so by logging into their AppalNet account, clicking on "Self-service", and then click on the "Personal Information" tab. Next, click the "ASU Post Office Box Opt In" link, check the box acknowledging the Opt In, and click "Submit." A pop up window will appear asking you to confirm the fee.

Any student who has had a mailbox but moving off campus and not opting in for a mailbox will have their mailbox reassigned to another student. If this is the case, the student should go to the Appalachian State University Post Office to submit a change of address form to have their mail forwarded to another address. The Post Office will forward all mail for which postage has been paid. It will not forward any university mail without postage.

Visit our website at [www.po.appstate.edu](http://www.po.appstate.edu) for a complete description of services.

### Parking And Traffic

*Barry D. Sauls, Director*

[www.parking.appstate.edu](http://www.parking.appstate.edu)

The University Parking and Traffic Department is responsible for providing parking services and traffic control for all faculty, staff, students and visitors to the campus. Individuals who wish to park a motor vehicle on University controlled property between the hours of 7:00 a.m. and 5:00 p.m., Monday through Friday, must obtain a parking permit from the Parking and Traffic Department before doing so. Several types of permits are available, dependent upon the category of the registrant. The appropriate permit will be provided at the time of registration, subject to availability. Fees are charged for parking permits, as designated by the University's Board of Trustees. For further information, please contact the Parking and Traffic Department at (828) 262-2878, visit our website (noted above) or visit our office in the Rivers Street Parking Deck.

### University Police

*Chief Gunther E. Doerr, Director of Public Safety and Risk Management*

[www.police.appstate.edu](http://www.police.appstate.edu)

The University Police Department is responsible for protecting life and property at Appalachian by providing emergency and non-emergency law enforcement services, crime prevention, safety and criminal investigative services. Students are encouraged to report suspicious persons or activity to the police. There are several different ways you can contact the police department:

For an on-campus **police emergency**, call (828)262-8000 from your cell phone. It is recommended that you program this number into your cell phone. You may also contact the police department via our new Safety App called Rave Guardian. This is a free mobile app that can be downloaded to any Apple or Android device and gives you the option of texting the police. There are also over 75 Blue Light emergency telephones located throughout campus that can be used to contact the police department.

To report a crime anonymously, call "Crimestoppers" at (828) 268-6959 or log on to our website at [www.police.appstate.edu](http://www.police.appstate.edu) and click on "Report Crime Information or Suspicious Activity Anonymously Online."

The University's Annual Security Report is available online at [www.police.appstate.edu](http://www.police.appstate.edu). The report includes statistics for reported crimes that occurred on-campus and institutional policies concerning campus security and fire safety, such as policies concerning sexual assault, building evacuation and other safety and security matters. If you would like to receive a paper copy of the report,



## Student Life

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you can request that a copy be mailed to you by calling ASU Police at 828-262-2150.

### Environmental Health, Safety and Emergency Management

Jason Marshburn, Director

[www.safety.appstate.edu](http://www.safety.appstate.edu)  
[www.emergency.appstate.edu](http://www.emergency.appstate.edu)

The Office of Environmental Health, Safety and Emergency Management (EHS&EM) is responsible for reducing unintentional accidents and injuries on campus by providing environmental health, fire prevention, safety, and emergency management services. EHS&EM works with faculty, staff, and students to reduce risk in Appalachian's living, learning, researching, and working environments.

EHS&EM manages the emergency preparedness programs for Appalachian State University, including the AppState-ALERT voice and text emergency notification system. To register your cell phone to receive emergency voice and text messages, go to the following website: [www.emergency.appstate.edu](http://www.emergency.appstate.edu). You may also enroll during the class registration and drop/add periods. Visit the emergency website at [www.emergency.appstate.edu](http://www.emergency.appstate.edu) for important emergency preparedness information and to download an emergency guide. For more information on any of the programs and services offered by EHS&EM, call (828) 262-4008.

### Food Services

Art Kessler, Director

[www.foodservices.appstate.edu](http://www.foodservices.appstate.edu)

Appalachian Food Services is proudly operated by Appalachian State University; we offer the University community complete meal service, as well as catering and vending. Appalachian Food Services operates a diverse selection of dining options located on East and West campus as well as campus convenience stores and vending machines. Our main facility, the Roess Dining Hall is home to both the Rivers Street Cafe and Sanford Commons. Rivers Street Café contains multiple dining venues: Fire Side Pizza, Fresh Market, Healthy Select, Homestyle Classics, Noodle Works, Rivers Street Grille, Sushi and wrAPPS. Across the promenade, Sanford Commons features additional venues: A Sub Shop, Chick-fil-A, Conrad's Coffee, Habanero's, Mountaineer Grille, Salads Plus, The Pizzeria and Traditions. Trivette Hall on West campus is home to McAlister's Select and Park Place Café. Cascades Café and McAlister's Deli are located in the Plemmons Student Union, and the Juice Bar is in the Student Recreation Center. Food Services also operate three campus convenience stores: the Bookstore Market, the Market at Appalachian Panhellenic Hall and the Market at Trivette.

### Catering

Appalachian Food Services offers a wide range of catering services to meet the needs of students, faculty, staff and alumni. These services include coffee breaks, teas, receptions, picnics, formal dinners and more. Please contact the Catering Office by email or phone to place an order ([cateringorders@appstate.edu](mailto:cateringorders@appstate.edu) / (828) 262-8011 or (828) 262-6143). Visit our website at [www.foodservices.appstate.edu](http://www.foodservices.appstate.edu) (click on "Catering & Special Events") for Catering Policies & Menus.

## THE APPCARD OFFICE & ACCOUNTS

[www.appcard.appstate.edu](http://www.appcard.appstate.edu)

### AppCards

The AppCard Office, located in Trivette Hall and part of Appalachian Food Services, is responsible for issuing all AppCards. AppCards are issued to all students upon their arrival on campus and serve as campus identification. These cards are electronically encoded to provide access to Meal Accounts and Express Accounts, campus residence halls and facilities as well as fee-supported events.

### Meal Accounts

All resident students are required to select a Meal Account each semester as a part of the housing contract. Publicized options represent minimum requirement levels; additional funds can be added at any time. Meal Accounts operate on a declining balance system. Students are only charged for what they select and can use Meal Account funds anytime, anywhere for any on-campus food purchase. Meal Accounts cannot be used off campus and **ARE NON-REFUNDABLE**. Any balance from Fall semester carries over to Spring semester, but balances must be used by the end of the Spring semester. **Refunds will be made only in the case of official withdrawal from Appalachian State University during a semester.**

### What is the refund policy for Meal Accounts?

Refunds for Meal Accounts will be made only in the case of official withdrawal from the University during a semester. The money refunded will be from the current semester only. Money from the prior semester will not be refunded. Account balances carry over from summer to fall and from fall to spring semesters. The last day to use account balances is May Commencement. Any balance remaining after May Commencement is non-refundable and will not carry over into summer sessions or the fall semester. Visit our website at [www.appcard.appstate.edu](http://www.appcard.appstate.edu) (click on "Refund Policies") for complete details.

### Express Accounts

Express Accounts are optional accounts that may be set up for a student's convenience; **balances carry over each year that a student is enrolled at Appalachian**. Express Accounts operate on a declining balance system and are accepted at various on-

## Student Life

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campus locations. Express Accounts cannot be used off campus and funds cannot be withdrawn as cash. The Express Account is separate from the Meal Account, but it is still accessed by the AppCard.

### **What is the refund policy for the Appalachian Express Account?**

Full refunds for Express Accounts will be made only in the case of official withdrawal from the University during a semester. Account balances carry over each year that a student is enrolled at Appalachian. At separation, Express Account balances greater than \$55.00 can be refunded if requested. A \$50.00 fee applies. Refunds will be given once a year to students who request it by the last working day before May Commencement. Request for refunds must be made through the AppCard Office in Trivette Hall. Telephone number to request a refund is (828) 262-6141. Refunds will be issued from the Student Accounts Office in John E. Thomas Hall. Visit our website at [www.appcard.appstate.edu](http://www.appcard.appstate.edu) (click on "Refund Policies") for complete details.

### **University Bookstore**

[www.bookstore.appstate.edu](http://www.bookstore.appstate.edu)

*Lorraine P. Childers, Director*

The University Bookstore, located at the center of campus beside the student union offers a variety of goods and services to support the needs of students, faculty and staff. Institutionally owned and operated, a portion of bookstore revenues support student scholarships and benefit the campus community.

The bookstore manages the university's fee based undergraduate rental textbook program, one of the most comprehensive rental textbook programs in the country, that entitles students to receive the main textbook for most undergraduate courses. The average undergraduate student saves hundreds of dollars a semester. Workbooks, manuals and supplemental texts are not included. Students that fail to return rental textbooks by the established deadline at the end of each term will be billed the replacement cost of all unreturned, or damaged books. Graduate students and Distance Education students are not eligible for the rental program, but their materials are available for purchase here.

The bookstore is the only authorized Apple Computer Reseller in the area, and houses a large assortment of general reading materials including titles from faculty authors. It is also the largest provider of imprinted clothing and gifts. Visit our website for more detailed information at [www.bookstore.appstate.edu](http://www.bookstore.appstate.edu).

### **George M. Holmes Convocation Center and Seby B. Jones Arena**

[www.theholmescenter.com](http://www.theholmescenter.com)

*Jason C. Parker, Director*

The purpose of the George M. Holmes Convocation Center is to provide facilities for the Department of Health, Leisure and Exercise Science as well as Appalachian's basketball and volleyball and to support the academic processes of Appalachian State University.

Serving as a multi-purpose arena for the northwestern region of North Carolina, the Center will support University-sponsored events, such as Commencement and Open House. Cultural events, concerts, trade shows, athletic events and other public assembly activities will also be a part of the Center's programming.

Since several departments will share the facility, all efforts will be made to accommodate the activities of each department. Because the schedule for the Center will be constantly changing, every effort will be made to keep all concerned updated. University sponsored events such as commencement, convocation, and student recruiting events will have priority over all other events. Please contact the Center's Director for reservations.

# Student Financial Aid

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## Student Financial Aid

*Anthony Jones, Director*

[www.financialaid.appstate.edu](http://www.financialaid.appstate.edu)

Through student financial aid programs, Appalachian State University makes every effort to assist students in meeting their educational expenses. With the exception of certain Appalachian academic scholarships, all students interested in receiving financial assistance must complete the **Free Application for Federal Student Aid (FAFSA)**. The student, and at least one parent of a dependent student, must have a U.S. Department of Education FSA ID to complete the FAFSA. Obtain an FSA ID at [www.fsa.ed.gov](http://www.fsa.ed.gov). Complete the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

In order to receive priority consideration for certain state grants, all students should complete the FAFSA as soon after January 1 as possible and before Appalachian's priority deadline of March 1 for the upcoming year. The FAFSA may be completed after the priority deadline but the student will not receive priority consideration for need-based grants.

Students must reapply for financial aid each year. Financial aid funding does not transfer from one institution to another. It is the student's responsibility to inquire about Appalachian's financial aid application procedures for the academic year or for summer sessions.

Appalachian State University offers grants, loans and work opportunities to eligible students once the FAFSA data has been received. Several of these programs are briefly described on the following pages.

Further information may be obtained at [www.financialaid.appstate.edu](http://www.financialaid.appstate.edu).

Financial aid recipients should refer to the index for "Refund Policy" for information concerning the return of funds due to withdrawal from the university.

For further information, please visit our website, [www.financialaid.appstate.edu](http://www.financialaid.appstate.edu). Our office is open Monday through Friday, 8:00 a.m. to 5:00 p.m., excluding University observed holidays.

## Information for Veterans, Dependents of Disabled or Deceased Veterans, and/or Members of National Guard/Reserves

The University is approved for training veterans and dependents of deceased or disabled veterans under the following programs administered by the Department of Veterans Affairs:

- Post 9/11 GI Bill- Service Members, Veterans, & Transferees (Chapter 33)
- Marine Gunnery Sergeant John David Fry Scholarship (Chapter 33-Frye)
- Montgomery GI Bill-Active Duty Educational Assistance (Chapter 30)
- Montgomery GI Bill-Selective Reserve Educational Assistance Program (Chapter 1606)
- Reserve Educational Assistance Program (REAP/Chapter 1607)
- Post-Vietnam Era Veterans' Educational Assistance Program (Chapter 32)
- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Restored Entitlement Program for Survivors (REPS)
- Vocational Rehabilitation (Chapter 31)

Persons eligible to receive these benefits must process an application to utilize VA Education Benefits or to transfer their established benefits to Appalachian from another school. Applications can be accessed online via the GI Bill website: [www.benefits.va.gov/gibill/apply.asp](http://www.benefits.va.gov/gibill/apply.asp). Additionally, eligible individuals must complete an Enrollment Data Sheet and Statement of Understanding in order to receive their benefits at Appalachian State. These forms can be obtained online ([www.financialaid.appstate.edu](http://www.financialaid.appstate.edu)) or in the Office of Student Financial Aid.

Children of disabled or deceased veterans, who are North Carolina residents, may be eligible for a scholarship from the North Carolina Division of Veterans Affairs, Raleigh, North Carolina that pays tuition, some fees, and an allowance for room and meals. Applications may be obtained from a veteran's service officer located in the prospective student's hometown or county. The award is administered by Appalachian State University through the Office of Student Accounts.

Members of the National Guard and Selected Reserves may be eligible for tuition assistance. Service members applying for federal tuition assistance must apply online at [www.goarmyed.com/.org](http://www.goarmyed.com/.org). Members of the North Carolina National Guard may also be eligible for state tuition assistance: applications must be completed online through [www.CFNC.org](http://www.CFNC.org). Information regarding tuition assistance eligibility should be obtained from the service member's unit.

Additional information regarding VA education benefits may be obtained by contacting the Office of Student Financial Aid, Appalachian State University, Boone, North Carolina 28608, (828) 262-2190 or by visiting the Financial Aid Office website at [www.financialaid.appstate.edu/veterans-military-education](http://www.financialaid.appstate.edu/veterans-military-education).

# Student Financial Aid

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## Student Employment Programs

The Student Employment Office, located in the Career Development Center, assists students in obtaining part-time job opportunities. On campus jobs are found through the Federal Work Study program and various Student Temporary positions. Student Employment places students who have accepted an award for Work Study through the Financial Aid Office. For more details about the Work Study Program, please visit: [www.studentemployment.appstate.edu/pagesmith/11](http://www.studentemployment.appstate.edu/pagesmith/11).

If a student does not qualify through Financial Aid for a Work Study assignment, Student Temporary work is found by applying with campus employers which include, but are not limited to: Food Services, University Recreation, University Housing, the Belk Library and Information Commons, and the Child Development Center.

For more information regarding finding employment, please go to [www.studentemployment.appstate.edu](http://www.studentemployment.appstate.edu) or visit the Office of Student Employment located in John E. Thomas Hall, Room 388 to meet with a staff member.

## Student Loan Programs

Eligible students must be enrolled at least half-time to receive a federal student loan. Detailed information concerning student loan programs is available at [www.financialaid.appstate.edu](http://www.financialaid.appstate.edu). General information is available in *The Student Guide* (published by the Department of Education), which may be obtained from any post-secondary institution or by accessing the Office of Student Financial Aid website at [www.financialaid.appstate.edu](http://www.financialaid.appstate.edu). Loans available to Appalachian students include:

- Federal Perkins Loan (based on financial need)
- Federal Direct Subsidized Loan (based on financial need)
- Federal Direct Unsubsidized Loan (not based on financial need)
- Federal Direct PLUS Loan (parent loan for undergraduate students, not based on financial need)
- Federal Direct PLUS Loan for Graduate and Professional Students (not based on financial need)

## Grants-In-Aid and Special Talent Awards

In recognition of students with special talents, the University provides grants in fields of activity such as drama, art, forensics, industrial arts, music, and athletics. In addition, many departments have their own scholarship funds for which students should inquire by writing to the department chair. Athletes should write to the coach of a specific sport.

## Federal Pell Grant

All undergraduate students who have not received their first baccalaureate degree are applying for a Federal Pell Grant when they complete the FAFSA. In order to qualify for a Pell Grant, students must have exceptional financial need as determined by Federal Methodology and be enrolled for at least one credit hour required for their degree program (not audit or hours classified as "permit"). Amounts awarded are determined by the federal government and the approved costs associated with attendance at Appalachian.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is awarded to those students with exceptional need. Students must be an undergraduate, working toward a first baccalaureate degree and enrolled at least half-time in hours required for their degree program (not audit hours or hours classified as "permit") each term. Funding for this grant is limited and awarding is subject to funds availability. Complete the FAFSA to apply for the FSEOG.

## UNC Campus Scholarship

The UNC Campus Scholarship is available for undergraduate students who are first generation college students, students from disadvantaged socio-economic backgrounds, or students from traditionally underrepresented populations. These students must have completed a FAFSA, are maintaining satisfactory academic progress, are enrolled full-time in credit hours required for their degree program per semester in a degree-granting program of study, have NC residency and demonstrate financial need to be considered for this scholarship.

## UNC Campus Native American Scholarship

This UNC Campus Native American Scholarship is available to Native American undergraduate students who submit a Tribal Card or a Certificate of Blood, have completed a FAFSA, are maintaining satisfactory academic progress, are enrolled full-time in credit hours required for their degree program (12 or more credit hours), have NC residency, are in a degree-granting program of study, and demonstrate financial need. The scholarship amount is dependent on the number of eligible applicants and the amount of allocated funds each year.



## **Student Financial Aid**

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### **UNC Need-Based Grant**

College Foundation of North Carolina administers this grant and makes awards based on the following: the student must be a North Carolina resident; an undergraduate working toward a first baccalaureate degree; be enrolled for at least half-time in hours required for their degree program (6 or more credit hours; not audit or hours classified as "permit") each term and have substantial financial need. The FAFSA must be submitted no later than the March 1 priority deadline in order for a student to have priority consideration for this grant.

### **North Carolina Need-Based Grant (NCNB)**

In order to be considered for this grant, a student must be a resident of North Carolina and demonstrate exceptional need. This grant may be awarded to undergraduate students who meet the above requirements and enroll in at least 6 credit hours required for their degree program (not audit) hours. The student must complete a FAFSA to apply for the NCNB grant.

### **North Carolina Education Lottery Scholarship**

College Foundation of North Carolina administers this grant and makes awards based on the following: the student must be a North Carolina resident; an undergraduate working toward a first baccalaureate degree; be enrolled at least half-time in hours required for their degree program (6 or more credit hours; not audit or hours classified as "permit") each term; must meet all federal student eligibility criteria; and have financial need according to the North Carolina State Education Assistance Authority (NCSEAA) regulations and State Statute. The FAFSA must be submitted no later than the March 1 priority deadline for priority consideration.

# Expenses

## Expenses

Timothy James, University Treasurer

[www.studentaccounts.appstate.edu](http://www.studentaccounts.appstate.edu)

**Tuition and fees are charged by the semester and are due and payable in advance at the beginning of each semester in accordance with payment instructions issued prior to each semester.**

**The fees payable each semester, as anticipated at the time of publication of this *Undergraduate Bulletin*, are listed below. With the approval of its governing bodies, the University reserves the right to make changes in these fees when circumstances require.**

### Semester Tuition and Fees (Estimated Rates 2016-2017)

Charges include tuition and fees applied to student welfare and activities, registration, other included fees and, for undergraduate students only, textbook rental.

	<i>In-state</i>	<i>Out-of-state</i>
Undergraduate students	\$3,708.00	\$10,966.00
Graduate students	\$3,860.50	\$10,445.00

### Semester Subsistence Charges

The basic subsistence charge for students residing on-campus, as shown, includes room and standard meal option. All students are offered an optional meal plan. Upperclass students may choose from one of the three meal options available and off-campus students may open a meal account or an express account. Rates for Main Campus students only.

Basic subsistence charge \$3,500.00 (2016-2017)

The application for admission must be accompanied by an application fee of \$55.00 which is not deductible nor refundable.

A non-refundable advance payment of \$100.00 to be applied against the student's tuition and fees must be remitted by each applicant for fall admission by May 1 following the mailing by the University of the notice of acceptance. Failure to remit within this prescribed period will constitute withdrawal of application. A non-refundable housing pre-payment of \$100.00 for students entering Appalachian as freshmen must accompany the advance payment of tuition and fees. The non-refundable housing pre-payment is applied to housing charges at the opening of the first semester of residence.

### Part-Time Students

#### Appalachian State University 2016–2017 Schedule of Estimated Tuition and Fees Per Semester.

These rates are for Main Campus Students only.

##### Undergraduate

Hours	0-5	6-8	9-11	12 & over
In-state	\$1,013.70	\$2,027.80	\$3,188.50	\$3,708.00
Out-of-state	\$2,828.20	\$5,656.80	\$8,632.00	\$10,838.00

##### Graduate

Hours	0-2	3-5	6-8	9 & over
In-state	\$1,040.70	\$1,634.20	\$2,673.80	\$3,860.50
Out-of-state	\$2,686.20	\$4,925.20	\$7,611.80	\$10,445.00

Students enrolling in an off-campus and some online courses conducted by the Office of Extension and Distance Education pay tuition amounts which are set annually by the UNC Board of Governors and are comparable to residential tuition rates. For information regarding specific courses or locations, please view rates at [www.studentaccounts.appstate.edu/2016-17-distance-education-tuition-fees](http://www.studentaccounts.appstate.edu/2016-17-distance-education-tuition-fees)

### Miscellaneous Service Charges

Applied Music–Private Lessons (Summer Term)	\$300.00
Credit by examination fee	50.00
Credit for prior learning fee	100.00
Diploma mailing fee	15.00
Late orientation test (each)	5.00
Late payment of tuition and fees	40.00
Returned check charge (each check)	25.00
Transcript fee	5.00

## Expenses

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Orientation fee

160.00 (Additional parent orientation fees may also apply.)

### Special Note Regarding Unpaid Accounts

**Before taking final examinations at the close of each semester, a student is expected to settle all accounts. A student may not register for a new semester until all charges have been settled. A student cannot receive a degree, certificate, license, or transcript of credits if any account or loan is delinquent.**

### Tuition Surcharge

Undergraduate students who initially enrolled at Appalachian in the Fall, 1994 and thereafter, must comply with North Carolina Session Law 321-89 (Senate Bill 27) and 769-17.10 (Senate Bill 1505). In 2009, the General Assembly (Senate Bill 202 - Section 9.10b) increased the surcharge rate from 25% to 50%, beginning Fall 2010. This legislation requires a tuition surcharge on: 1) all credit hours in excess of one hundred and forty (140) when taken as part of students first baccalaureate degree; and 2) all credit hours in excess of one hundred and ten percent (110%) of the number required for a second or subsequent baccalaureate degree. Included in the calculation of credit hours will be 1) all course work attempted at Appalachian (i.e., courses earned, courses failed, courses repeated, and courses dropped after the UNC system "census" date published in the academic calendar), and 2) all course work transferred to Appalachian from any UNC system school or NC community college. Excluded from the calculation will be credit by examination, advanced placement credit, military credit, all hours taken during high school, and credit earned through an extension program or during the summer, students that exceed the degree credit hour limits within the equivalent of eight semesters of regular term enrollment.

(Note: Every baccalaureate degree at Appalachian requires a minimum of one hundred and twenty-two credit hours; Appalachian does not offer a baccalaureate degree that requires more than one hundred and twenty-eight credit hours.)

### Refund Policy

The term "refund" should be understood to mean either a) the repayment of money received by the University for tuition and fees, or b) a reduction of charges if tuition and fees have not yet been paid.

### Withdrawal from the University

If a student withdraws from the University (i.e., discontinues all classes and formally notifies the Registrar's Office) a refund will be made according to the refund policy. Go to [www.studentaccounts.appstate.edu/withdrawal-university](http://www.studentaccounts.appstate.edu/withdrawal-university) for more information.

The refund calculation will be based upon the date of official withdrawal from the University. (Students who wish to withdraw should immediately notify the Registrar's Office, located in John E. Thomas Hall.)

The only refund granted is when the student goes through the official withdrawal process from the University, and the meal account money refunded will be from the current semester only.

Returning students who have pre-paid tuition and fees will be due a full refund if they subsequently become academically ineligible to re-enroll. Newly admitted students who do not enroll will be due a full refund LESS any advance payments made as part of the admissions process. Currently enrolled students who are suspended or expelled for disciplinary reasons will be given a pro-rated refund based on the University's published refund schedule for the academic term in question.

### Reduction in Class Schedule

If students reduce their class schedules (drop courses) during the first five days of classes for Fall and Spring terms (during the "Drop-Add" period), one hundred percent of the difference in tuition and fees between the original and revised schedules, will be automatically credited to their accounts and available for refund. Students who reduce their class schedules (drop courses) after the first five days of classes will not be eligible for a refund.

### Tuition and Fees Refund Appeals

In the case of extenuating circumstances that are beyond the student's control, students may appeal for an exception to the Appalachian State University refund policy for tuition and fees. Students should call the office of student accounts at 828-262-2113 and speak with the University Treasurer to discuss appeal options. Students wishing to submit an appeal to the Appalachian State University tuition and fees refund policy must submit a completed Tuition and Fees Refund Appeal Form to the attention of the University Treasurer, Appalachian State university, P.O. Box 32005, Boone, NC 28608-2009.

Tuition and Fees appeals are submitted to the Tuition Appeals Committee. The Tuition Appeals Committee's decision is considered final. The University does not consider appeals of refunds that are more than a year old.

### Financial Aid Recipients - Refund Policy (Return of Funds Due to Withdrawal from the University)

Students who wish to withdraw from the University must contact the Registrar's Office to begin the official withdrawal process and establish a withdrawal date. If a student stops attending all of her/his classes, they are required to officially withdraw from the

## Expenses

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University. If a student stops attending all of her/his classes but fails to complete the official withdrawal process, that student will be considered as an unofficial withdrawal. This policy applies to official and unofficial withdrawals.

If a student withdraws from the University, the Office of Student Financial Aid is required to calculate the amount of financial aid she/he has earned and the amount that is unearned. The unearned portion must be returned to the appropriate financial aid programs according to federal regulations and institutional policy.

If a student withdraws on or before the 60% point of the term, a percentage of her/his financial aid will be calculated as earned and a percentage as unearned on a pro-rata basis. Once a student has been enrolled for more than 60% of the term, she/he is considered to have earned all of their federal financial aid. A student may still be required to return a portion of any North Carolina state grants. The Return of State Grants worksheet must be completed by the Office of Student Financial Aid to determine if any grant money must be returned.

For example: A student enrolls in a semester that has 113 days in the term, and withdraws on the 18th day of the term; her/his earned and unearned financial aid would be calculated as: 18 days divided by 113 days = 15.9% of financial aid has been earned and 84.1% is unearned.

The unearned amount must be returned to the federal financial aid programs in this order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal PLUS Loan for Graduate Students
- Federal PELL Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

The unearned amount of North Carolina state grants will be returned in this order:

- Education Lottery Scholarship Program (ELS)
- UNC Need-Based Grant
- North Carolina National Guard Tuition Assistance Program
- UNC Campus Scholarships

The same policy applies to institutional and other types of aid and will be returned in this order:

- North Carolina Need-Based Grant (NCNB)
- ACOG (Appalachian College Opportunity Grant)
- Campus-based Tuition Offset
- Institutional Grants, Waivers, and Scholarships
- NC Student Incentive Grant
- Education Access Rewards NC Scholars Fund Program (EARN)
- Other State Aid
- Outside Scholarships
- Other Sources

The University will return to the appropriate financial aid program the lesser of a student's total amount of unearned aid or the institutional charges of tuition, fees, room, and board. Students are responsible for returning to the appropriate programs any remaining amount.

If the student is required to return funds from the loan programs, the student will return those funds according to the normal repayment terms of the loan program. If the student is required to return funds to the federal grant programs, the student will be required to return 50% of the federal grant amount that they originally received. If the student is required to return funds from the state, institution, or other sources, the student must return the entire unearned percentage.

If the calculations result in a balance due from the student, a bill will be sent to the student's permanent home address and will be due upon receipt.

If a student is a Federal Direct Loan borrower, the student is required to complete Exit Counseling at the time of her/his withdrawal. The student may complete the Federal Direct Loan Exit Counseling at [www.nslds.ed.gov](http://www.nslds.ed.gov). The Federal Direct Loan lender will be notified that the student is no longer enrolled, and the loan repayment process will begin. It is important that students understand their rights and responsibilities, and their completion of the required exit counseling will prepare them for repaying their loan(s).

If the student is a Federal Perkins Loan borrower, the student must complete the Perkins Loan Exit Counseling. Educational Computing Systems, Inc. (ECSI) handles Perkins loan billing including payment processing, entitlement processing and Perkins Loan Exit Counseling. The student can contact them at their website, [www.ecsi.net](http://www.ecsi.net), by phone at (888) 549-3274 or by mail at 181 Montour Run Road, Caropolis, PA 15108-9408. The school code for Appalachian State University is 4Q. It is a federal requirement that the student complete this exit counseling.

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Refunds will not be made to alternative loan lenders unless requested by the student.

For more information, please go to [www.financialaid.appstate.edu](http://www.financialaid.appstate.edu), or visit our office located in John E. Thomas Hall, Room 265.

### **Residence Status for Tuition Purposes**

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. For more information about requirements to gain North Carolina residency for tuition purposes visit [www.registrar.appstate.edu/residency/](http://www.registrar.appstate.edu/residency/).



# Enrollment Management

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## Enrollment Management

*Susan B. Davies, Ph.D., Associate Vice Chancellor for Enrollment Management*

The Division of Enrollment Management is responsible for coordinating the recruitment, scholarship and retention activities of undergraduate students. It is committed to meeting the varied needs of students through an intensely personalized process which identifies and supports their academic interests and needs. It interacts with nearly every agency on campus and within the broader University community and is particularly responsive to supporting the instructional mission of the University.

The Division of Enrollment Management includes the Office of Admissions, the Office of Transfer Services, The Office of Financial Aid, University Scholarships, College Access Partnerships (GEAR-UP, Upward Bound and Pre-Enrollment Programs), Registrar's Office, and Student Veteran Services.

### The Office of Admissions

*Alexis S. Pope, Director*

[www.admissions.appstate.edu](http://www.admissions.appstate.edu)

The Office of Admissions coordinates the recruitment and selection of undergraduate students. It is committed to maintaining and improving the current quality of new students and to sustaining the desired number of entering students each year. The office provides information that will help make prospective students and their support groups aware of Appalachian and its offerings.

### Admissions

Appalachian seeks to admit students who are capable of college-level work. As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Consideration of classroom space places a restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as soon as possible after the application is available the year preceding enrollment. (typically early August)

Appalachian admits students at the beginning of the fall, spring and summer terms. Any person who wishes to enter the University during any term - fall, spring, or summer, as an undergraduate (first-year or transfer), or non-degree student, should visit the website [www.admissions.appstate.edu](http://www.admissions.appstate.edu) for full information and application procedures.

### First-year Student Admission Requirements

Applicants will be considered for first-year admission upon meeting the requirements specified below. Those students who have demonstrated the greatest probability of success will be given priority in the selection of the incoming class. Admission is competitive. Requirements are as follows:

1. A complete online application
2. An application fee of \$55 (USD) must be submitted with every application. This fee is neither deductible from the first semester fees nor is it refundable. Appalachian accepts official Application Fee Waivers from the College Board, ACT and National Association for College Admission Counseling (NACAC).
3. Graduation from an accredited/approved secondary school (If the applicant has not graduated, an equivalency certificate is required.)
4. Presentation of a competitive combination of secondary school grades, class rank (if determined), evidence of competitive curriculum, and ACT or SAT score, as evidenced on an official high school transcript and/or test score document(s). Appalachian also "super-scores" the results if a student takes the SAT or ACT more than once. Scores from non-standard SAT or ACT administration for appropriately identified disabled students are also accepted.
5. Presentation of appropriate high school coursework as specified in the minimum course requirements (MCR) of the University of North Carolina (see below)
6. A Criminal Background Check may be required if conduct questions on the application are answered affirmatively.
7. A satisfactory health and immunization record once admission has been offered to the student
8. Official college transcript(s) if any college work has been attempted (even if coursework was not completed)

### Minimum Course Requirements (MCR) for Undergraduate Admission

*(Established by the University of North Carolina Board of Governors)*

#### For applicants less than 21 years of age,

The following high school courses will be required for admission, in addition to an institution's own specific requirements:

**Language**, six course units including:

- four units in **English** emphasizing grammar, composition, and literature; **and**
- two units of a **language other than English**

**Mathematics**, four course units including **Algebra I**, **Algebra II**, and **Geometry**, and **a higher level mathematics course for which Algebra II is a prerequisite**. (Effective for high school graduates of 2006 and beyond, a fourth unit of mathematics is required for admission.) Mathematics courses that are approved for the fourth unit minimum requirement include the following: AP Calculus\*, AP Statistics\*, Pre-Calculus (formerly Advanced Math), Discrete Mathematics, IB Mathematics Level II, Integrated

## Enrollment Management

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Mathematics IV, and Advanced Functions and Modeling. (\*College Board, Advanced Placement Program, and AP are registered trademarks of the College Board Entrance Examination Board.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

**Science**, three course units including:

- at least one unit in a life or biological science (for example, biology);
- at least one unit in a physical science (for example, physical science, chemistry, physics); and
- at least one laboratory course

**Social Studies**, two course units including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

### For applicants who are at least 21 years of age

Applicants who are (or will be) at least 21 years of age at the point of intended enrollment may be exempted from the UNC Minimum Course Requirements and Minimum Admissions Requirements.

### Minimum Admissions Requirements (MAR) *(Established by the University of North Carolina Board of Governors)*

All applicants for first-time admission as freshmen must meet minimum high school GPA and SAT or ACT scores. Students applying for admission must submit either the SAT or the ACT. The minimum GPA and test scores to be considered for admission:

Minimum GPA	2.5
Minimum SAT	880 (March 2016 and later administrations)
Minimum SAT	800 (January 2016 and prior administrations)
Minimum ACT	17

### Transfer Admission Requirements

Applicants seeking to transfer from other accredited institutions must submit:

1. A complete online application.
2. An application fee of \$55 (USD) must be submitted with every application. This fee is neither deductible from the first semester fees nor is it refundable. Appalachian accepts official Application Fee Waivers from the College Board, ACT and National Association for College Admission Counseling (NACAC).
3. An official high school transcript, if under 21 years of age at the time of intended enrollment or have less than 30 hours of transferable credit. (If the applicant has not graduated from high school, an equivalency certificate is required.)
4. Official test scores are required if you will be under 21 years of age at the time of intended enrollment or have less than 30 semester hours of transferable credit.
5. A Criminal Background Check may be required if conduct questions on the application are answered affirmatively.
6. A satisfactory health and immunization record once admission has been offered to the student.
7. Transfer applicants must be currently eligible to return to the last institution attended.

Coursework with a "C" or better (grades of "C-" and below will not transfer) from a regionally accredited institution that is comparable to the course offerings at Appalachian State University is acceptable as transfer credit. Appalachian State University accepts credit under the guidelines of the North Carolina Comprehensive Articulation Agreement. See "Transfer Credit Policy" at [www.transfer.appstate.edu](http://www.transfer.appstate.edu). Students must have completed 30 transferable semester credits; or be in progress of completing a total of 30 transferable semester credits, to be considered for admission as a transfer student. The minimum cumulative transfer GPA for admission is a 2.25 on all previous college work attempted.

NOTE: Students with fewer than 30 hours of transferable credit and who are also under 21 years of age at the time of enrollment will be reviewed based on their high school GPA, completion of the Minimum Course Requirements (MCR), as well as SAT or ACT scores (if available) to make a decision. If you feel this is applicable to you, we recommend you send us your official SAT or ACT scores and your Official High School transcript for consideration.

Because requirements for admission to particular programs of study at Appalachian are sometimes different, transfer applicants should refer to the requirements listed for that program of study within the specific college/school or academic department/program. As an example, applicants for admission to any of the academic programs offered by the Hayes School of Music must also successfully audition with the Hayes School of Music for acceptance into one of the music programs.

### Students with Veteran and Military Service

All Active Duty, National Guard, Reservist, Veteran and Retired military students should apply as a Transfer Student. In addition to the general transfer admission requirements, students should submit the DD214 or most current Leave and Earnings Statement, as well as the Joint Services Transcript. Students with 3+ years of active duty service who have completed less than 30 transferable semester credits are not required to meet Minimum Course Requirements (MCR).

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## Non-Degree Students

Non-degree applicants must complete the online application and pay a \$55 (USD) nonrefundable application processing fee. Applicants who have a satisfactory record of experience and education may be admitted to courses though they do not plan to pursue a degree. Non-degree students are admitted for one term only (space permitting), and must be re-admitted at the beginning of each subsequent term. An individual who has been denied admission as a degree-seeking student may not enroll as a non-degree student during the academic year.

## Non-Degree Teacher Certification Students

Non-degree teacher certification applicants must complete the online application and pay a nonrefundable application processing fee. Applicants must receive approval form from the Reich College of Education; applicants must hold a four-year degree from an accredited institution and must provide that transcript to the Office of Admissions. Non-degree teacher certification students are accepted on a space available basis.

## Second Degree Applicants

Second degree applicants are those students who have earned a bachelor's degree from an accredited 4-year institution and are seeking an additional bachelor's degree from Appalachian State University. They should apply as a transfer student and must provide a copy of the transcript from their bachelor's degree-granting institution to the Office of Admissions. They will be reviewed and considered for admission as a transfer student, based on space availability.

## Graduate Student Admission

For admission and graduation requirements, see the catalog for the Cratis D. Williams Graduate School.

## International Student Admission Requirements

An international student wishing to apply for undergraduate admission should first make arrangements in her/his own country to take one of the following tests:

- Test of English as a Foreign Language (TOEFL)
- International English Language Testing Service (IELTS)
- SAT
- ACT

A student whose native language is not English may not be approved for admission as an undergraduate student (even if she/he meets all other requirements) until sufficient evidence of English proficiency from one of the above tests is received. International students must submit these test scores, official transcripts with English translations, and a financial statement if they need an F-1 student visa. To support international students interested in applying for admission, Appalachian has conditional acceptance partnerships with the American Language Academy ([www.alaenglish.com](http://www.alaenglish.com)), INTERLINK ([www.uncg.interlinkesl.com](http://www.uncg.interlinkesl.com)), ELS ([www.els.edu](http://www.els.edu)), and New Mind ([www.newmindedu.com](http://www.newmindedu.com)).

Once admitted, documentation to demonstrate sufficient financial resources to cover the estimated expenses for one year of study at Appalachian will be required prior to issuing the immigration documents needed to apply for a student visa. International students are considered out-of-state students for tuition purposes and pay tuition and fees based upon out-of-state/non-resident rates. Funds for financial assistance to international students are limited.

Any questions regarding immigration documents, international student orientation and pre-arrival materials, programs for international students, etc. can be answered by International Student and Scholar Services at [iss@appstate.edu](mailto:iss@appstate.edu). For more information on the admissions requirements for international students, please go to [www.admissions.appstate.edu](http://www.admissions.appstate.edu) and click on "How to Apply" and then the link for international students.

## Forgiveness Policies

Any student formerly enrolled as an undergraduate student at Appalachian may choose to re-enter the University under one of two forgiveness policies. Either of these policies permit a student to retain all earned credit while resetting his/her institutional cumulative grade-point average to 0.00 for academic standing and graduation purposes. Students wishing to return to Appalachian under forgiveness must apply for readmission, select the desired forgiveness policy, and send official college transcripts from all accredited institutions attended after leaving Appalachian.

Students returning under either forgiveness policy are considered for financial aid eligibility upon completion of the Free Application for Federal Student Aid (FAFSA). Students not making satisfactory academic progress (SAP) towards the completion of a degree also need to complete a Satisfactory Academic Progress Appeal Form to be considered for financial aid eligibility. More information on SAP and the appeal form can be found at [financialaid.appstate.edu](http://financialaid.appstate.edu).

For forgiveness policies, transferable credit is defined as: 1) completed coursework, 2) coursework that can be used for graduation purposes at Appalachian, AND 3) coursework that does not repeat an Appalachian course for which credit has been earned.

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## One Year Forgiveness Policy

Any former Appalachian student that has not attempted any courses at Appalachian for a minimum of one (1) calendar year (including summer terms) and has earned at least thirty (30) new semester hours of transferable credit from other collegiate institutions since last attending Appalachian may apply for readmission under the One Year Forgiveness Policy. Eligibility for readmission under the One Year Forgiveness Policy is determined by averaging all grades earned in transferable coursework at another accredited institution with all grades earned previously at Appalachian State. This combined average, as determined by Appalachian State, must be at least a 2.00 on a 4.00 scale.

## Two Year Forgiveness Policy

Any former Appalachian student that has not attempted any courses at Appalachian for a minimum of two (2) calendar years (including summer terms) may apply for readmission under the Two Year Forgiveness Policy. Eligibility for readmission under the Two Year Forgiveness Policy is determined by averaging all grades earned in transferable coursework since leaving Appalachian State. This combined average, as determined by Appalachian State, must be at least a 2.00 on a 4.00 scale.

### Students returning under forgiveness should consider the following:

- All courses taken prior to using a forgiveness policy will still be visible on the student's Appalachian transcript with the original grade and a notation that they are excluded from grade point average computation.
- Students that have been granted forgiveness are not eligible to graduate with Latin honors.
- Students may only be granted forgiveness upon re-entry and may only be granted forgiveness ONCE during his/her academic career.
- Forgiveness does not override specific grade requirements for specific courses, individual colleges/schools, or departments/programs.
- After forgiveness has been granted, students must complete a minimum of thirty (30) hours in residence at Appalachian in addition to all other graduation requirements to be eligible for graduation.
- Students returning under a forgiveness policy will retain all attempted hour counts. All attempted hours from attendance at Appalachian State and all transfer hours continue to count toward the tuition surcharge and financial aid eligibility.
- Forgiveness does not affect the number of repeat grade counts available. Students are limited to four grade repeats during their academic career.
- Forgiveness does not affect the number of career drop counts available. Students are limited to four drop counts during their academic career.
- The process of resetting the grade point average to 0.00 is completed within the first two (2) weeks of classes in the student's re-entry term.

## The Office of Transfer Services

*Jane M. Rex, Director*

The Office of Transfer Services (OTS) is responsible for the timely and accurate evaluation of transfer credit. OTS serves as an advocate for transfer students by providing pertinent information to prospective and current students and offers resources and services that support transfer student success.

### Transfer of Credit

Coursework with a "C" or better (grades of "C-" and below will not transfer) from a regionally accredited institution that is comparable to the course offerings at Appalachian State University is acceptable as transfer credit. Appalachian accepts credit under the guidelines of the North Carolina Comprehensive Articulation Agreement. See "Transfer Credit Policy" at [www.transferservices.appstate.edu](http://www.transferservices.appstate.edu)

### Types of Credit

**AP, CLEP, IB** credits may be accepted. See the Admissions website to find the courses and acceptable scores for transfer purposes. [www.admissions.appstate.edu/credit-examination-ap-ib-clep](http://www.admissions.appstate.edu/credit-examination-ap-ib-clep)

### Foreign Coursework

To receive transfer credit from a foreign university, transcripts must be evaluated in English by a credentialing agency such as: World

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Education Services ([www.wes.org](http://www.wes.org)), Educational Credential Evaluators ([www.ece.org/](http://www.ece.org/)), Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com)) or Global Credential Evaluators ([www.gceus.com](http://www.gceus.com)), etc. and the student must provide course descriptions or syllabi (in English).

## **Military Credit**

Military training and experience will be evaluated upon receipt of the Joint Services Transcript with recommendations from the American Council on Education ([www.acenet.com](http://www.acenet.com)) used as a resource to award credit. See "Academic Regulations" on p. 50 for additional information.

## **North Carolina Community College Articulation Agreement (CAA)**

The North Carolina Community College System and the University of North Carolina System revised the Comprehensive Articulation in Spring of 2014 with implementation in the Fall of 2014. The CAA enables students to meet the lower level general education requirements at UNC system institutions by completing the Associate in Arts, or the Associate in Science degree with a GPA of at least a 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Although the Transfer Core Diploma was excluded from the new revisions, students enrolled in the Transfer Core Diploma curriculum prior to the fall of 2014 may be awarded the Transfer Core Diploma at their community college and meet the general education requirements at Appalachian State. Degrees awarded prior to 1997 will be evaluated on an individual basis. Students who earn the Associate in Arts, the Associate in Science, the Associate in Fine Arts, defined by the North Carolina Comprehensive Articulation Agreement are exempt from the UNC Minimum Course Requirements (MCR's).

For more detailed information regarding the CAA go to:  
<http://www.northcarolina.edu/?q=content/nc-community-college-transfer>

**Evaluation of Out-of-State Associate's Degree** - see the "Academic Regulations" section of this catalog.

**General Education Completion at UNC System Institutions** - see the "Academic Regulations" section of this catalog.

## **Course Equivalency Information**

The following link will allow you to search for courses from other institutions and determine how they transfer to Appalachian. This is not a comprehensive listing. Contact the Office of Transfer Services if a course is not available.

[www.bannerweb.appstate.edu/pls/PROD/bzsktran.P\\_Select\\_term](http://www.bannerweb.appstate.edu/pls/PROD/bzsktran.P_Select_term)

## **Petition for Equivalent Credit**

A student may petition transfer credit for Appalachian courses that are designated as "elective credit" after the initial credit evaluation is completed by the Office of Transfer Services. The student may petition to have the course equated to a specific Appalachian course, by initiating the Transfer Coursework Petition process.

For detailed instructions and access to the form, go to [www.transferservices.appstate.edu/current-students/petition-credit-0](http://www.transferservices.appstate.edu/current-students/petition-credit-0)

## **Petition for General Education Credit**

A student may petition transfer credit for the purpose of meeting general education requirements after the initial credit evaluation is completed by the Office of Transfer Services. A student may petition to have the course reviewed for theme or designation credit. Requests for general education credit must be submitted directly to the Office of General Education with the required syllabus/course documentation. For additional information, contact the General Education Office at (828) 262-2028.

## **Visiting Coursework**

Once an undergraduate student has enrolled as a degree-seeking student at Appalachian, she or he should NOT enroll as a visiting student at another collegiate institution unless prior approval has been received from Appalachian. A student who wishes to attend another collegiate institution should contact the Office of Transfer Services and consult with an advisor to confirm that the course is applicable to the major.

**Failure to obtain prior approval may result in the coursework being deemed unacceptable for transfer to Appalachian.**

For detailed instructions and access to the form, go to [www.transferservices.appstate.edu/current-students/visiting-coursework-0](http://www.transferservices.appstate.edu/current-students/visiting-coursework-0)

**Study Abroad** - see [www.international.appstate.edu](http://www.international.appstate.edu).

## **University Scholarships**

*Leah Beth Hubbard, Director*

The Office of Admissions acts as a clearinghouse for merit-based scholarships for incoming students and works with the Director of University Scholarships to identify scholarship recipients. Currently enrolled students should contact their department, college/school, or program of study for information about scholarships available to them. Graduate students should contact the Cratis D. Williams Graduate School to inquire about scholarship opportunities.



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Incoming students will be invited to apply for merit scholarships based on their Admissions application. The deadline for merit scholarships coincides with the Admissions First Notification Period deadline and information concerning Admissions deadlines can be found at [www.admissions.appstate.edu](http://www.admissions.appstate.edu). Applicants are expected to provide evidence of superior academic performance; other requirements vary.

Applicants should consult the scholarships website at [www.scholarships.appstate.edu](http://www.scholarships.appstate.edu) for more detailed information on scholarship specific requirements and information regarding major-specific scholarships.

### College Access Partnerships

*Jennifer Wilson-Kearse, Executive Director*

[www.gocollege.appstate.edu](http://www.gocollege.appstate.edu)

College Access Partnerships, a member of the Appalachian Higher Education Network (AHEN), is a collaborative for college access programming, public schools, and higher education in western North Carolina. College Access Partnerships serves as a clearinghouse of information and activities related to improving access to higher education by providing the following: a Directory of College Preparation Opportunities; a list of funding opportunities for K-12 schools in North Carolina; and Pre-Enrollment Programs. Housed at Appalachian State University, College Access Partnerships serves the Appalachian region of North Carolina and provides opportunities for middle and high schools in the twenty-nine NC Appalachian counties to enter college better prepared.

GEAR UP, Upward Bound, and Upward Bound Math Science are funded by the U.S. Department of Education and are designed to assist middle and high school students in preparing academically and personally for post-secondary education. The students selected for the project receive academic support services, personal and cultural development opportunities and participate in summer residential programs on campus. The projects serve participants from 12 area school districts: Ashe County, Avery County, Watauga County, Wilkes County, Burke County, Alleghany County, Graham County, Swain County, Clay County, Madison County, Yancey County, and Rutherford County.

For further information, visit the College Access Partnerships website at [www.gocollege.appstate.edu](http://www.gocollege.appstate.edu).

### The Registrar's Office

*Debbie Race, University Registrar*

[www.registrar.appstate.edu](http://www.registrar.appstate.edu)

The Registrar's Office serves as the official custodian for all academic records, undergraduate and graduate. In maintaining the academic record, the Office seeks to insure accuracy, completeness, and confidentiality. Specific responsibilities assigned to the Registrar's Office include the following: plan and implement registration for classes; compile and maintain the academic record; provide both official and unofficial transcripts of the academic record to students and appropriate third parties; certify enrollment at the University; process official withdrawals from the University; determine residency status for the purpose of tuition; plan and manage the University's commencement ceremonies held at the end of the fall and spring semesters; receive, process, and track applications for graduation at the undergraduate level; and process readmission applications for former students wishing to re-enroll at the university. In addition to those responsibilities, the Registrar's Office is also formally involved in the consultation, development, and implementation of effective and secure electronic solutions requiring access to and/or the use of student data.

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### The Instructional Program

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. In addition to the course offerings listed under each instructional department/program, students may elect to do independent study under the direction of selected faculty members, to participate in an internship, or to participate in the University honors program. Detailed information on each of these options is given in appropriate sections of this *Undergraduate Bulletin*.

The *Undergraduate Bulletin* is issued annually for the academic year, fall through subsequent summer; and, while course offerings are fairly continuous from year to year, the University reserves the right to make changes in curricula, degree requirements, and academic policies. The information in any given catalog/bulletin is, therefore, usually valid for the one-year period of its issue, and is superseded by subsequent issues. While changes in degree requirements do not affect a student already enrolled in a degree program, changes in academic policies become effective for all students on the date approved for implementation. Any interested person should consult the most recent issue of the *Undergraduate Bulletin* for current information about the instructional program.

In selecting a catalog, students must meet the following guidelines:

1. All students may elect to graduate in accordance with the degree requirements as recorded in the catalog/bulletin that is current at the time of their first registration or any subsequent edition under the following conditions:
  - a. The student is enrolled during a period in which the catalog/bulletin is in force.
  - b. Any catalog chosen must not be more than ten years old (for example, the 2011-2012 catalog is valid through summer of 2021).
2. Students must meet all requirements of the catalog/bulletin under which they wish to graduate except under the following conditions:
  - a. Students who entered under a catalog prior to Fall 2009 should be allowed to move to a catalog dated Fall 2009 or later without being required to complete the 44 semester hour General Education program if it is determined by the appropriate Dean's office to be in the best interest of the student. In these situations, the student will be required to complete the Core Curriculum in its entirety as well as the Writing in the Discipline (WID) and the Capstone courses in the General Education program. This policy is in effect for those students who entered the University prior to Fall 2009 and expires after Summer 2018.
  - b. In those rare cases where specific required courses are no longer available, the appropriate Dean's office will identify suitable substitutes in the student's major/minor/concentration and Core Curriculum which do not increase the overall credit requirements.
  - c. In those rare cases where specific required courses are no longer available, the Director of General Education will identify suitable substitutes for General Education requirements which do not increase the overall credit requirements.

In order to change the catalog/bulletin under which they intend to graduate, students must notify the office of the dean of the college/school in which they are enrolled, or the University College Academic Advising Office if they have not declared a major.

This policy applies to all Appalachian State University students, including but not limited to continuing students, returning students, and second degree seeking students; it is also applicable to students returning under one of the University forgiveness policies.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the University.

**In the interest of all its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.**

### Policies and Procedures Concerning the Release of Student Information

#### I. Purpose and scope of the statement:

- A. Purpose—This statement establishes updated guidelines for the University on the matter of confidentiality of student records. It has been developed in the light of legislation concerning access to and release of information maintained in student records in institutions of higher learning (the Family Educational Rights and Privacy Act of 1974 [FERPA]). Any questions on these policies should be referred to the University Registrar.
- B. Scope—These policies encompass all student records maintained by the University. They apply to all students, current or former, at Appalachian State University.

#### II. University policy regarding confidentiality of student information:

- A. In response to inquiries from the general public, such as prospective employers, credit investigators, etc., only the following directory information is released without the student's permission:  
"the student's name; local and permanent telephone listing; permanent address; University post office box number; E-mail address; academic classification; enrollment status during a particular academic term (i.e., full-time or part-time); field(s) of

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study; dates of attendance; degrees, honors and awards received; participation in officially recognized activities and sports; weight, height, athletic statistics and photographic representations of members of athletic teams." Students may choose to restrict disclosure of directory information by contacting the Registrar's Office.

- B. Transcripts are released only upon the written request of the student. Transcripts will not be released if the student is financially indebted to the University.
- C. A student has the right to inspect the contents of her/his educational records with the exception of documents submitted to the University in confidence prior to January 1, 1975. Transcripts on file from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at her/his request.
- D. If parents or guardians request academic or personal information other than that specified in statement II.A., the request will not be honored without the student's written permission unless the parent can present evidence of the student's being dependent upon the parent for support as defined by the Federal Internal Revenue code.
- E. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education records and personally identifiable information (PII) contained in such records — including a student's Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to a student's records and PII without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student's education records and PII without the student's consent to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without a student's consent PII from the student's education records, and they may track a student's participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### **Students' Education Records at The University of North Carolina General Administration**

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at The University of North Carolina General Administration are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect her or his education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of The University of North Carolina General Administration or an institution to comply with FERPA.

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of The UNC General Administration may also be accessed in the Office of the Secretary of The University of North Carolina General Administration.

Further details about FERPA and FERPA procedures are to be found at The UNC General Administration in the referenced policies. Questions about the policies may be directed to the Legal Affairs Division, The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, North Carolina. (Mailing address: P.O. Box 2688, Chapel Hill, NC 27515-2688; Tel: 919-962-4588).

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## Evaluation of Out-of-State Associate's Degrees

A student who has earned an associate's degree from another state may request that the Office of Transfer Services initiate a review of her or his coursework to determine if the student should be granted credit for completion of Appalachian's General Education Program. A committee of three people (Director of the Office of Transfer Services, Director of General Education, and Assistant Director of General Education) will evaluate the coursework using the guidelines below. If the committee determines that the coursework satisfies the guidelines, it will notify the student and her or his advisor and instruct the transfer evaluators in the Office of Transfer Services to add credit for GEP MET (Appalachian's designation for an associate's degree which fulfills all requirements of the General Education Program) to the student's record.

Completion of the following coursework, with a grade of "C" or better in each course, will fulfill the requirements of the General Education Program. These guidelines mirror those most frequently completed by students to complete the North Carolina General Education Core, which forms the basis of AA and AS degrees in the North Carolina Community College System.

44 semester hours in general education courses, including the following specific areas:

- 8 hours (2 courses, with labs) in Natural Science
- 3 hours in Math
- 3 hours in Math, Computer Information Systems, or Statistics
- 6 hours in English Composition
- 12 hours of Humanities/Fine Arts in at least 3 disciplines; 3 hours must be Literature
- 12 hours of Social/Behavioral Sciences in at least 3 disciplines; 3 hours must be History

## General Education Completion at University of North Carolina System Institutions

A transfer student who provides sufficient evidence to demonstrate that she or he has completed the general education requirements at another of the 16 campuses in the University of North Carolina system will be considered to have fulfilled the lower-division general education requirements at Appalachian. To be eligible for inclusion in this policy, a student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all courses used to complete general education requirements at the transferring institution.

If a student transfers only part of the general education program from another of the campuses in the University of North Carolina system, then the student's coursework will be articulated by the Office of Transfer Services and applied course by course into the General Education Program, with assistance from the Office of General Education.

## Degree Requirements

Students should refer to the requirements of their respective college/school for information about their programs of study and confer with their advisors whenever problems arise.

Students should pursue required courses in the suggested sequence. Failure to do so may lead to scheduling difficulties and students may find that the subjects for which they wish to enroll are either not available or closed to students with advanced standing.

A minimum cumulative grade-point average of 2.00 must be earned in major courses taken at Appalachian.

## Statement Concerning the Normal Number of Hours and Length of Time Required to Attain the Baccalaureate Degree

A baccalaureate degree at Appalachian typically requires 122-128 semester hours of course work. Students who satisfactorily complete an average of 15-16 hours per semester can complete the degree in four years (eight semesters). Factors that may increase the length of time for an individual student to complete a degree include: (1) taking less than the hours advised or averaging fewer than 15-16 credit hours per semester; (2) changing majors frequently; (3) dropping, failing, and repeating courses; (4) failing to meet course prerequisites; (5) taking unnecessary or inappropriate courses; (6) transferring from one institution to another; (7) adding a second academic concentration or a second minor; (8) delaying entry into academic programs; (9) withdrawing from school; and (10) entering the institution with an incomplete or inadequate secondary school background requiring some additional compensatory, developmental, or prerequisite courses. As mandated by the North Carolina General Assembly, students enrolling in more than 140 semester hours for the first baccalaureate degree will be assessed a 50% tuition surcharge on the excess hours.

Students are encouraged to take full advantage of the University's advising and support services to ensure continuous progress toward graduation. Effective career decision-making, long-range semester-by-semester planning of courses, and careful selection of extracurricular commitments can provide direction and motivation necessary for effective use of time to graduation. Additional factors that may assure a student's continuous progress toward graduation include good academic performance in freshman and basic prerequisite courses, advanced placement credit for introductory courses, and enrollment in summer sessions.

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## Courses of Instruction

**Course Numbering.** Courses are listed in numerical order within each academic discipline. Courses numbered 0001-0999 are developmental; 1000-1999 are normally for freshmen; 2000-2999 are normally for sophomores; 3000-3999 are normally for juniors; 4000-4999 are normally for seniors; and those numbered 5000 and above are only for graduate students. NOTE: With the exception of graduate classes, the numbering system does not preclude the possibility of students taking courses above or below the level of their classification, provided that they meet course prerequisites and/or any special requirements of the degree-granting college/school.

The figure in parentheses after the course title tells the credit in semester hours; for example, the figure (3) means three semester hours.

Semesters of the year in which the course is offered are represented by symbols: "F" for Fall semester, "S" for Spring semester and "SS" for a Summer Session.

A hyphen in the course number, credit, and semesters of the year in which the course is offered indicates that the course extends through more than one semester and that the preceding semester must be completed before the following semester can be taken.

The comma in the course number, credit, and semesters indicates that the course is continuous but that one semester may be taken independently of another.

The semicolon in the semesters offered indicates that the course is a one-semester course and is repeated in a subsequent semester. If the course is a two-semester sequence, the semicolon in the semester offered indicates that all courses listed are normally taught in the semesters indicated. Special requirements for admission to a course are stated after the word "prerequisite".

**Cross-Listed Courses.** Certain courses are cross-listed with multiple departments using the same course number and covering the same content (e.g. CI 2010 /ITC 2010). Students enroll for the course through their major department in order to fulfill specific discipline requirements for their program. Cross-listed courses are noted in the course descriptions as follows: (Same as CI 2010.) or (Same as ITC 2010.)

**Dual-Listed Courses.** Selected courses are noted as being dual-listed. Each undergraduate dual-listed course has a concurrent graduate equivalent and students in the two courses meet in one classroom. Graduate students who are enrolled in a dual-listed course are expected to complete extra assignments above and beyond those that are assigned to the undergraduates in the class. The syllabus for a dual-listed course will clearly state the learning outcomes for both constituencies, as well as identifying any differences in the assessments. Undergraduate participation in these courses is restricted to seniors. Juniors may petition the department for permission to enroll in these courses. Dual-listed courses are noted in the course descriptions as follows: "[Dual-listed with XXX 5xxx.] Dual-listed courses require senior standing; juniors may enroll with permission of the department."

## Course Prefixes

ACC	Accounting	ECO	Economics	HON	Honors
ADM	Apparel Design and Merchandising	EDL	Educational Leadership	HOS	Hospitality Management
AMU	Applied Music	ENG	English	HP	Health Promotion
ANT	Anthropology	ENT	Entrepreneurship	HPE	Health and Physical Education
ARB	Arabic	ENV	Environmental Science	HPC	Human Development and Psychological Counseling
ART	Art	ES	Exercise Science	IDS	Interdisciplinary Studies
AS	Appalachian Studies	FCS	Family and Consumer Sciences	IND	Industrial Design
AST	Astronomy	FDN	Foundations of Education	INT	Interior Design
AT	Athletic Training	FER	Fermentation Sciences	ITC	Instructional Technology/Computers
BE	Business Education	FIN	Finance, Banking and Insurance	JHP	Judaic, Holocaust, & Peace Studies
BIO	Biology	FRE	French	JPN	Japanese
BUS	Business	GER	German	LAT	Latin
CHE	Chemistry	GHY	Geography	LAW	Law
CHN	Chinese	GLS	Global Studies	LIB	Library Science
CI	Curriculum and Instruction	GLY	Geology	LLC	Languages, Literatures, and Cultures
CIS	Computer Information Systems and Supply Chain Management	GRA	Graphic Arts and Imaging Technology	LSA	Leadership in School Administration
CJ	Criminal Justice	GRD	Graduate Studies	MAT	Mathematics
COM	Communication	GWS	Gender, Women's and Sexuality Studies	MBA	Master of Business Administration
CS	Computer Science	GS	General Science	MGT	Management
CSD	Communication Sciences and Disorders	HCM	Health Care Management	MKT	Marketing
CTE	Career and Technical Education	HE	Higher Education	MSL	Military Science and Leadership
DAN	Dance	HED	Health Education	MUS	Music
		HIS	History		



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NUR	Nursing	PS	Political Science	SOC	Sociology
NUT	Nutrition	PSY	Psychology	SPE	Special Education
PA	Public Administration	RE	Reading	STT	Statistics
PE	Physical Education	REL	Religious Studies	SW	Social Work
PHO	Commercial Photography	RES	Research	TEC	Technology
PHL	Philosophy	RM	Recreation Management	THR	Theatre
PHY	Physics	RSN	Russian	UCO	University College
PLN	Community and Regional Planning	SCM	Supply Chain Management	US	University Studies
POM	Production/Operations Management	SD	Sustainable Development	WRC	Watauga Residential College
POR	Portuguese	SNH	Spanish		

The University reserves the right to cancel any course for which there is insufficient enrollment.

## Standards of Scholarship

In its mission statement, Appalachian State University aims at “providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers” as well as “maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students.” Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively. State statutes concerning standards of scholarship are as follows:

14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.

- (a) It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, certificate or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination.
- (b) Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c.781; 1969, c. 1224, s.7.)

## Registration

The majority of students entering the University do so at established semester periods. To provide for the orderly processing of these registrations, specific times have been set by the Registrar's Office as the “beginning” and “ending” of the registration period. Students are expected to register at the time specified by the Registrar's Office. Registration schedules are announced and registration materials are made available by the Registrar's Office.

## Academic Load

For an undergraduate student, a full-time load is defined as 12-18 hours per semester or 6-7 hours in a five week summer term. Anything above this is considered an overload. Undergraduate students should take from 15-18 hours per semester in order to graduate in four years. An undergraduate student may be granted approval from his/her Dean's Office (or Director of Academic Advising for undeclared majors) to take an overload if the student meets the following GPA requirements:

- 2.5 cumulative GPA required for a 1 hour overload in a standard or summer term
- 3.0 cumulative GPA required for a 2 hour overload in a standard or summer term

In addition, undergraduates demonstrating exceptional academic performance may be given permission to take an overload of three or more hours in a standard or summer term.

## Auditing a Course

Students enrolled at the University or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors. Students who audit courses must register in the Registrar's Office, pay regular fees, be regular in attendance,

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but will not receive grades or credit. A "Request to Audit" form, available on the Registrar's Office website, must be completed by the student, approved by the faculty member teaching the class, and submitted to the Registrar's Office by no later than the end of the "Drop-Add Period" indicated in the published Schedule of Classes. If a student does not regularly attend an audited course, the instructor may request an administrative drop. The instructor should provide documentation to the Registrar's Office with the recommendation.

### Credits

Appalachian operates on the semester system with the year divided into two semesters and a summer session, which is divided into terms of varying lengths. The unit of credit is the semester hour, and the number of semester hours credit for each course offered by the University is given in the sections of this *Undergraduate Bulletin* where courses of instruction are listed.

### Grades and Grade-Point Average

The grade-point average (GPA) is a general measure of the student's academic achievement. The GPA is determined by dividing the total number of quality points earned by the total number of GPA hours attempted ("quality points" and "quality hours" are derived from courses graded A-F or WF). The GPA is computed only on the basis of coursework taken at Appalachian. Undergraduate grades and grade points are given as follows:

A	Excellent	4.0 grade points per semester hour
A-	Excellent	3.7 grade points per semester hour
B+	Above Average	3.3 grade points per semester hour
B	Above Average	3.0 grade points per semester hour
B-	Above Average	2.7 grade points per semester hour
C+	Average	2.3 grade points per semester hour
C	Average	2.0 grade points per semester hour
C-	Average	1.7 grade points per semester hour
D+	Below Average, but passing	1.3 grade points per semester hour
D	Below Average, but passing	1.0 grade point per semester hour
D-	Below Average, but passing	0.7 grade point per semester hour
F	Failing grade	0.0 grade points
AU	Audit, no credit	
CR	Credit awarded for non-residential activity - not calculated in GPA	
I	Incomplete, assigned only because of sickness or some other unavoidable cause. <i>An "I" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester, except that all incompletes must be removed at the time of graduation. An Incomplete is not given merely because assignments were not completed during the semester.</i>	
IP	In Progress - assigned to a course that encompasses more than one academic term	
NC	No Credit Awarded	
NG	Non-graded laboratory course	
NR	Grade Not Reported ( <i>hours not counted in computing GPA</i> )	
P	Pass - course taken on a Pass-Fail basis not calculated in the GPA ( <i>used only for courses taken on Pass-Fail basis</i> )	
S	Satisfactory - passing grade assigned to designated courses (e.g., thesis, internship, practicum), not calculated in the GPA ( <i>The grade of "S" is used to indicate satisfactory performance in student teaching, screening proficiencies, and specially designated courses in the curriculum.</i> )	
SA	Credit awarded for Study Abroad activities	
SP	Satisfactory Progress - graduate specific grade given for thesis hours until final approval by the Dean of the Graduate School	
U	Unsatisfactory - failing grade assigned to designated courses (e.g., thesis, internship, practicum), not calculated in the GPA ( <i>The grade of "U" is used to indicate unsatisfactory performance in student teaching, screening proficiencies, and specially designated courses in the curriculum</i> )	
UP	Unsatisfactory Progress - graduate specific grade given for thesis hours; students assigned a grade of UP must seek permission to continue to enroll in thesis hours	
W	Withdrawal from the University, no academic penalty	
WC	Withdrawn Course - withdrawal from individual course, no academic penalty	
WF	Withdrawal Failing - student withdrew from the University during the period of academic penalty, was failing the course at the time of withdrawal, grade calculated in GPA ( <i>course dropped with failing grades more than nine weeks after registration closes</i> )	
WP	Withdrawal Passing - student withdrew from the University during a period of academic penalty, was passing the course at the time of withdrawal, grade not calculated in GPA	
WU	Withdrawal Unsatisfactory - student withdrew from the University during a period of academic penalty, was failing the course at the time of withdrawal, grade not calculated in GPA	

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## Grade Point Average

The grade-point average (GPA) is a general measure of the student's academic achievement while at Appalachian. The GPA is determined by dividing the total number of Quality Points earned by the total number of GPA Hours attempted ("Quality Points" and "GPA hours" are derived from courses graded A-B-C-D-F or WF). The GPA is computed only on the basis of coursework taken at Appalachian. Students may, for a variety of reasons, elect to repeat a course. The following policies will govern the awarding of credit and the computation of the GPA:

## Repeating a Course

Unless otherwise noted in the course description, credit hours earned in a particular course will not be awarded more than one time; i.e., if a course in which credit hours have been earned is repeated with a passing grade, additional credit hours will not be awarded. If, however, a course in which credit hours have been previously earned is repeated and the student earns a grade of "F", "U", or "WF" in the subsequent taking of the course, the hours earned initially will be subtracted from the student's total. In either of these cases, the most recent grade earned becomes the official grade for the course.

1. Courses that match in number and title may not be repeated for duplicate credit unless the department chair of the course notifies the Registrar's Office that the course content has changed substantially.
2. Students who have earned credit for any course taken at Appalachian State University may not then transfer credit to Appalachian State University for the same course taken at another institution at a later date.

## Grade Forgiveness

The first four courses a student repeats will fall under the grade forgiveness policy. The grade earned in the initial attempt will be excluded from computation in the student's GPA automatically. All grades shall remain on the academic transcript and will count in attempted hours. Students wishing to exempt a course from this automatic grade forgiveness must complete a Grade Forgiveness Exception Form and receive approval from their dean's office. This form must be submitted to the Registrar's Office no later than the last day of the Drop-Add period for the semester during which the course is being repeated. The maximum of four courses is in compliance with UNC Policy and may not be exceeded.

1. Grade forgiveness will not be applied if the course content has changed substantially or if the number of credit hours has been reduced.
2. Only courses repeated at Appalachian State University are eligible for grade forgiveness.

## Pass-Fail Grading Option

Any undergraduate student who is: 1) full-time (registered for 12 or more semester hours); 2) has attained at least sophomore standing (earned at least 30 semester hours); and 3) is in "good academic standing" (see "Academic Standing-Probation and Suspension Policy" in this publication), may elect to take one course each semester under the pass-fail grading system, not to exceed a maximum of six (6) pass-fail courses while enrolled at the University. Any undergraduate course may be chosen under this option, except those courses used to comprise the total hour requirements of the student's major, minor, general education, and foreign language requirements. In essence, the pass-fail grading system is intended only for "free elective" credit. It is the responsibility of the student to make sure that she/he does not violate this limitation. Graduate students may not elect the pass-fail option. If a course taken under the A-B-C-D-F grading system is repeated, it must be repeated under the A-B-C-D-F system.

A student who elects the pass-fail option will be allowed to drop the option through the first nine weeks of a fall or spring term, and thus receive the letter grade (A-F) earned at the end of the term. However, once the pass-fail option is elected for a given course, a change to another course may not be made. Because of the length of the summer terms, there are no provisions for removing the pass-fail option after it has been selected for a course.

A grade of "P" means that the student's grade was equal to a "D" or above on a conventional grading scale. The hours earned will count toward graduation but the grade will not be computed in his/her grade-point average. A grade of "F" means that the student failed the course. No credit is earned, but the grade of "F" is computed in the student's grade-point average as an "F".

Students should also be aware of the disadvantages which could result from using the pass-fail option (e.g., many graduate schools will not accept transcripts containing a "P" notation.)

In order to choose the pass-fail option in a course, the student must obtain a special pass-fail form from the Registrar's Office. It must be completed and turned in to the Registrar's Office prior to the close of the period during which a course may be added.

## Residency Requirements

With some exceptions, coursework is defined as "in residence" when registration is through the University. The physical location at which

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the course is delivered, whether in Boone or through a field-based program, does not affect this definition. The following types of courses, however, are not considered "in residence": transfer credit, credit by examination, credit for life experience, credit for military experience, credit while enrolled in a non-degree status, and "institutional" credit.

To graduate from Appalachian, an undergraduate student must complete the following in residence:

1. as a minimum, the final thirty (30) semester hours (Students who study abroad on an Appalachian-approved exchange or study abroad program are excluded from this provision.); and
2. a minimum of eighteen (18) semester hours in the major and (if applicable) nine (9) semester hours in the minor; and,
3. at least 25% of the credit hours required for the degree.

Individual academic programs may specify particular courses that must be taken in residence. A student who intends to transfer coursework from other collegiate institutions should consult the program of study for her or his intended degree program.

Walker College of Business majors must complete in residence at least fifty percent of the business coursework required for the BSBA degree.

Questions about residence requirements should be directed to the dean of the college/school under which the degree program is offered.

### Credit Limitations

1. A maximum of 20 semester hours of correspondence work from recognized institutions may be credited toward meeting the requirements for graduation. Some correspondence courses are offered by the University. Before registering at another accredited institution for a correspondence course to be transferred to Appalachian, students must have the written permission of the dean of their college/school or their academic advisor if they have not declared a major. In order to obtain this permission, the student must first secure the proper form from the Office of Transfer Services. The combined load of residence courses and correspondence courses may not exceed the maximum load allowed.
2. Except for physical education majors, no more than six hours in physical education activity courses (limited to courses numbered PE 1700-1877) may be included within the number of hours required for graduation.
3. A candidate for the Bachelor of Arts degree may count no more than a total of 46 semester hours above general education requirements in any one discipline.
4. Application of credit toward program of study requirements may require approval when credit was earned more than 10 years prior to the term of student's entry or re-entry to the university.
5. All baccalaureate degrees granted by Appalachian require the completion of a minimum of 50 semester hours at a senior college or university. (Note that credit awarded for credit by exam, military service, or "Life Experience" does not count as part of the required 50 hours.)
6. Transfer of Coursework from Another Collegiate Institution: Once an undergraduate student has enrolled as a degree-seeking student at Appalachian, she or he should NOT enroll as a visiting student at another collegiate institution unless prior approval has been received from Appalachian. A student who wishes to attend another collegiate institution should contact the Office of Transfer Services at Appalachian to: 1) obtain the proper request form, and 2) determine whether the intended transfer courses are acceptable. [Students who wish to study abroad should contact the Office of International Education and Development (OIED) to secure the proper application and determine whether the intended courses from abroad are acceptable.] The intended coursework, once evaluated, will be forwarded to the appropriate Appalachian college/school or to the University College Academic Advising Office for approval. **Failure to obtain prior approval may result in the coursework being deemed unacceptable for transfer to Appalachian.**
7. Senior Enrollment in Graduate Level Courses: Students enrolled as undergraduates at Appalachian State University may request permission to take graduate courses if they will be seniors in the semester of enrollment and have at least a 3.0 GPA. The request form can be found on the Graduate School website ([www.graduate.appstate.edu/forms\\_graduate/](http://www.graduate.appstate.edu/forms_graduate/)), and it requires both department and Graduate School approval.

Students may count up to 12 semester hours taken under this classification toward a later graduate degree program, provided that the 7 year time limit for graduate courses is not exceeded; that the course credits are not used to meet the requirements of the undergraduate degree\*; and that the graduate program approves their inclusion on the graduate program of study.

\*The Graduate School offers a program entitled, "Accelerated Admission from Baccalaureate to Master's." This is an accelerated program for which a graduate program director can nominate a rising senior (i.e., a student in the second semester of the junior year) or current senior to take graduate coursework during the student's senior year that can fulfill both undergraduate and graduate course requirements. Refer to the Graduate Bulletin for more information on this program.

8. Concurrent second degrees or majors: If a student wishes to earn two (or more) undergraduate degrees or majors at Appalachian concurrently, she or he must complete all program of study requirements stipulated for the respective degrees or majors. The University will award a diploma for each degree earned. Both majors and degrees are noted on the transcript.

Returning after ASU graduation for second degrees or majors: If a student has received a bachelor's degree from Appalachian, a second (or subsequent) bachelor's degree or major can be earned by completing all program of study requirements stipulated

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for the second (or subsequent) degree or major. The University will award a diploma for each degree earned. Both degrees are noted on the transcript.

9. An undergraduate student may include a maximum of three (3) semester hours credit under the Instructional Assistance Program toward meeting graduation requirements.
10. Transfer of Credit: Coursework with a "C" or better (grades of "C-" and below will not transfer) from a regionally accredited institution that is comparable to the course offerings at Appalachian State University is acceptable as transfer credit. ASU accepts credit under the guidelines of the North Carolina Comprehensive Articulation Agreement. See "Transfer Credit Policy" at [www.transferservices.appstate.edu](http://www.transferservices.appstate.edu).

### Absences from Class and Class Attendance

#### General attendance policy

1. It is the policy of Appalachian State University that class attendance is an important part of a student's educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes. In addition, faculty members are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.

Faculty, at their discretion, may include class attendance as a criterion in determining a student's final grade in the course. On the first day of class, faculty must inform students of their class attendance policy and the effect of that policy on their final grade; both policies must be clearly stated in the class syllabus.

A student who does not attend a class during one of its first two meetings may, at the discretion of the academic department, lose her or his seat in that class. Further, if a class meets only one time per week—e.g., a laboratory or an evening class—the student must attend the **first** meeting of that class or risk losing her or his seat.

2. A syllabus is to be prepared for each course and distributed at the first of the semester. The syllabus should include the following: an explanation of course goals and objectives, the name of the text and any other materials required of each student, the instructor's office hours, an explanation of how the grade is to be determined, and an explanation of any additional reading, papers, projects and examinations which the instructor expects to give or assign.

Current syllabi should also reflect the following policies and statements: Academic Integrity Code, Disability Services, Attendance Policy, and the Statement on Student Engagement with Courses. ([www.academicaffairs.appstate.edu/syllabi](http://www.academicaffairs.appstate.edu/syllabi))

3. Syllabi for courses taught in the present and previous semester should be on file in the departmental offices and should be made available to students who request them. These syllabi would indicate the structure of courses as they are being or have been taught.
4. If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar's Office with the recommendation.
5. The Student Health Services **does not** write medical excuses for students who miss a class for illness or injury. However, faculty may call Health Services at (828) 262-3100 to verify the day and time the student was seen. The nature of the student's illness or problem will not be divulged unless the student has signed the appropriate release of medical information.
6. Classes prior to a university break or state holiday end with the student's last meeting time for the day preceding the break or holiday.

#### Attendance policy relating to participation in University-sponsored activities

As an integral part of the academic program at Appalachian State University, the University sponsors and otherwise supports co-curricular programs, athletic programs, and other out-of-class activities such as field trips. Participation in such activities occasionally requires a student to miss one or more class meetings.

A student who expects to miss one or more class meetings because of participation in a University-sponsored activity has several responsibilities: the student (in person) will notify the instructor in advance of any absence; the student is expected to complete all work missed by making up the work in advance or by completing any compensatory assignment that may be required by the instructor; the student is expected to maintain satisfactory progress in the course; and the student (otherwise) is expected to maintain satisfactory attendance in the class if so required. In the event that a student anticipates that participation in a University-sponsored activity will require missing more than 10% of the class meetings, the student is required to discuss this matter with her or his instructor at the beginning of the semester and may be advised to drop the course.

If the above responsibilities are met, it is expected that the instructor will excuse the absence and permit the student to make up missed work in whatever manner the instructor deems appropriate.



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## Emergency absences

When a student is **out of town** and unable to return to campus due to hospitalization, death in the family, or other extenuating circumstances, the student or the student's parents may contact the Office of Student Development to request that professors be notified as to the reason for the absence. This notification is conveyed to the appropriate departmental office as a matter of information only and does not serve as an official excuse for class absence. Only individual faculty members make this determination, and documentation may be requested by the faculty members. The Office of Student Development does not provide this service when notification is received **after** the absence has occurred. Also, if a student is **in town**, that student is responsible for notifying the individual faculty members that she/he will be missing class.

## Inclement Weather Policy

Appalachian State University reserves the right to cancel or delay classes during severe weather conditions. In determining whether to do so, the Chancellor consults with the Provost, Vice Chancellors, and other appropriate personnel. Only the Governor of North Carolina has the authority to close the institution due to adverse weather conditions.

The Office of Public Affairs, or its designee, has the responsibility for publicizing the Chancellor's decision to cancel or delay classes. Every effort will be made to reach such a decision by 6:30 a.m. of the affected day. The information will be disseminated via the ASU home page, AppalNET, campus e-mails, and local radio and regional TV stations able to report the university's status in sufficient detail (e.g., the expectations for staff members or the time until which classes are being delayed). Also, a recorded telephone message announcing any change in normal operations is available at (828) 262-SNOW. Faculty members are reminded that media do not announce individual class cancellations.

Staff employees (SPA) should follow the State's adverse weather policy as stated in the Appalachian State University Policy Manual at: [www.policy.appstate.edu/603.28\\_Adverse\\_Weather\\_and\\_Emergency\\_Closing](http://www.policy.appstate.edu/603.28_Adverse_Weather_and_Emergency_Closing). Information concerning any cancellations or delays of ASU classes offered at off-campus sites will be accessible at [www.ext-dl.appstate.edu](http://www.ext-dl.appstate.edu).

"Classes are cancelled" means that no classes will be held on the day or night indicated, and such notices will state the expectations for staff employees. Announcements of class delays will specify the point during the day at which classes will resume meeting at their regularly scheduled times. "The University is closed" means that all classes and other activities are cancelled and that only essential personnel who can reach campus safely are expected to report.

Though it is impossible to describe precisely the conditions that may warrant interrupting normal operations, the people involved in making such determinations will consider both the University's educational responsibilities and the physical welfare of all members of its community. The assessment of the situation will also take into account, as one factor, the status of the AppalCart bus system.

Because weather and road conditions often vary significantly within this area, the decision whether to travel must rest with the individual. When there has been no general cancellation of classes, individual faculty members who are unable to meet their classes but have access to e-mail should send students timely notice that they will not meet. Faculty members must also notify their department chairs by e-mail or telephone. The University encourages faculty members to make reasonable accommodation, including the opportunity to make up any missed assignments or examinations, for students who live at a distance from campus and have been absent from class because of dangerous weather or road conditions.

## Drop/Add

Students may add courses, drop courses, or change the section of a course through the published Drop-Add period without academic or financial penalty. The Drop-Add period is the first five days of a fall or spring semester or by the date specified within the published schedule of classes for summer semester. There is no refund or adjustment of charges if a course is dropped after the published Drop-Add period. Drops made after the Drop-Add period are included in the term and cumulative attempted hours but are not computed in the student's grade point average. These courses will be posted on the student's academic transcript. Failure to complete a course that has not been officially dropped will automatically result in a grade of "F", which will be computed in the student's grade point average.

## Career Drops

After the Drop-Add period, a limited number of courses can be dropped by the end of the ninth week of a fall or spring semester. **NOTE, HOWEVER, THAT AN UNDERGRADUATE STUDENT WILL BE ALLOWED TO DROP A CUMULATIVE TOTAL OF NO MORE THAN FOUR (4) COURSES AFTER THE PUBLISHED DROP-ADD PERIODS DURING HER OR HIS UNDERGRADUATE CAREER AT APPALACHIAN.** The maximum of four courses is in compliance with UNC Policy and may not be exceeded. Career drops are noted on the transcript and are included in the attempted hours.

## Dropping for Extenuating Circumstances

A course can also be dropped after the Drop-Add period for extenuating circumstances, including but not limited to military deploy-

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ment. The "extenuating circumstances" must be compelling, documented, and approved by the appropriate campus office, appealable to the Dean of the course. There is no refund or adjustment of charges if a course is dropped for extenuating circumstances. The course is noted as a withdraw for extenuating circumstances and is included in the attempted hours.

### Withdrawal from the University

A student is allowed to officially withdraw (i.e., cease enrollment in all courses) without academic penalty during the first nine weeks of a fall or spring semester. In order to officially withdraw, the student must formally contact the Registrar's Office. A grade of "W" (Withdrawal) will be assigned to each course if the student withdraws during the first nine weeks of a fall or spring semester (the last day to withdraw without academic penalty is indicated in the Schedule of Classes published online for each academic term at [www.registrar.appstate.edu/calendar/index.html](http://www.registrar.appstate.edu/calendar/index.html)). A student who officially withdraws after the first nine weeks of a fall or spring semester will receive a grade of "WF" (Withdrawal/Failing) or "WU" (Withdrawal/Unsatisfactory) for each course in which she or he is enrolled in at the time of withdrawal.

The following are two exceptions to this policy:

1. A student can petition for withdrawal without academic penalty for compelling medical or psychological reasons. Students seeking a medical withdrawal must contact Student Health Services; those seeking a withdrawal for psychological reasons must contact the Counseling and Psychological Services Center. A petition for withdrawal for either medical or psychological reasons must be submitted to the appropriate office by no later than the end of the academic term for which the withdrawal is requested. Supporting documentation will be required. If a medical or psychological withdrawal is approved, the student will receive a grade of "W" (Withdrawal) in each course for which she or he is enrolled.
2. A student can petition for withdrawal without academic penalty for extenuating reasons (including but not limited to military service, or other non- medical or non- psychological reasons). The student must formally notify the Registrar's Office. The reasons for the withdrawal should be clearly stated, and supporting documentation may be required. Consideration will be given to the reasons for the withdrawal and grades may be assigned on a course-by-course basis, as deemed appropriate. If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar's Office with the recommendation. A student who ceases to attend all classes prior to the end of an academic term, and does not officially withdraw by notifying the Registrar's Office, will automatically receive a "Failing" grade on each enrolled course.

All courses withdrawn after the add/drop period, including those withdrawn for extenuating circumstances, will count in attempted hours.

### Returning Students/Readmission

Returning applicants are former undergraduate Appalachian students that have completed more than 15 semester hours at another institution or have left Appalachian with academic deficiencies. Students who have withdrawn in good standing from the University or who have completed less than 15 semester hours of transfer work since leaving Appalachian should re-enter through the Registrar's Office. Those returning students with **more** than 15 semester hours of transfer coursework completed since leaving Appalachian must reapply through the Office of Admissions.

A completed application includes the following items:

- A completed online application
- A non-refundable application fee
- Returning Student Form (online)
- Official college transcript(s) from any accredited institution attended after leaving Appalachian

Please note that the student's Appalachian transcript will be requested from the Registrar's Office by the Office of Admissions.

### Course Examinations

All scheduled examination periods will be met at the assigned time. A final examination period is provided at the end of each semester. After the schedule for examinations has been made (i.e., after the schedule has been officially announced in the *Schedule of Classes* for a given semester), an instructor may **not** change the date or time of an examination without permission of the departmental chair and dean. A class which meets at an hour not provided for in the Final Examination Schedule must arrange for an examination during **the examination period** at an hour convenient to members of the class and the instructor, and with the approval of the departmental chair. Instructors determine how they will use the assigned period, but all scheduled examination periods will be met at the assigned time. A student may take an examination outside of the scheduled time only by permission of the instructor of the course. Permission is granted only in case of emergency.

A student who is absent from a final examination because of an emergency takes the make-up examination at the convenience of the instructor.

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## Major Tests and Assignments Prior to Exams

It is strongly recommended that only tests and major assignments included on the syllabus be required during the five class days prior to the final exam period. This recommendation, however, does not include "make-up" tests.

## Additional Assignments During Last Week of Classes

Instructors are requested to not make additional graded assignments, including tests, projects, or papers, not included on the syllabus within a seven calendar day period before Reading Day. Laboratory assignments do not fall into this category.

Students are expected to curtail their social activities and club sponsored activities during this seven calendar day period. Club sponsored activities are not allowed during this seven calendar day period.

## Grade Submission

Final semester grades are reported to the Registrar's Office no later than 1:00 P.M. on the day following the Faculty Grading period. At the end of each semester, the student's grades are available via AppalNET. (Note, however, that North Carolina law prohibits the release of grades, transcripts or diplomas to students with unpaid accounts.)

Faculty members who cannot meet the final grade submission deadline should contact the Registrar's Office for an extension of time for reporting grades.

## Classification

At the end of each semester students are classified on the basis of semester hours.

Students admitted as degree-seeking and who have earned less than 30 semester hours are classified as **freshmen**.

Students who have earned at least 30 semester hours are classified as **sophomores**.

Students who have earned at least 60 semester hours are classified as **juniors**.

Students who have earned 90 semester hours are classified as **seniors**.

## Academic Standing (Probation and Suspension Policy)

To continue at Appalachian in good academic standing, or to return to good-standing after being on probation, undergraduate students must maintain, as a minimum, all of the following:

1. a 2.0 cumulative grade point average
2. a satisfactory ratio of 67% earned hours to attempted semester hours

Failure to earn a minimum grade point average of 2.0 in the cumulative grade point average, or a satisfactory ratio of 67% earned hours to attempted semester hours, will automatically place the student on academic probation. The satisfactory ratio of earned hours to attempted semester hours is equivalent to the percentage set by Federal Title IV regulations for Satisfactory Academic Progress. Academic Standing is calculated at the end of each semester, including Summer Session. (Note: The cumulative grade point average earned through Appalachian is computed ONLY on the basis of coursework taken at Appalachian; i.e., grades earned on coursework taken through other collegiate institutions are not computed in or allowed to affect the grade point average at Appalachian, and therefore not used to determine academic standing.) This academic standing policy is effective for all new, continuing and returning undergraduate students enrolled Fall 2014 and after.

While on academic probation, however, a student will, within the limits prescribed below, be allowed to continue:

1. An undergraduate, whether admitted as a freshman, a transfer, or a special (non-degree seeking) student, will be allowed to enroll for a maximum of two (2) fall or spring semesters while carrying a cumulative grade point average below 2.0. The two allowed semesters of probation are cumulative and do not necessarily have to be consecutive terms.
2. The Dean of the student's college or school, or the Director of University College Advising, may choose to attach specific requirements while the student is enrolled on academic probation. These requirements may include, but are not limited to, special advising sessions, a limitation on the number of credit hours taken, a requirement that certain courses be repeated, enrollment in developmental courses, etc.

The exception to the minimum GPA policy applies to some **students earning a 0.0 GPA**. Any undergraduate degree-seeking full-time student enrolled in her/his first semester (fall or spring) at Appalachian State University will be **academically suspended** if she/he receives a GPA of 0.0 (including "I" incomplete grades) for that semester and must return under the forgiveness policy outlined below. Full-time students are defined for these purposes as students who are registered for 12 or more hours at the end of drop/add.

A student may appeal this type of academic suspension in writing to the University Registrar prior to the subsequent term. A date for the appeal deadline will be set prior to each term. The University Registrar will convene an Appeals Board. The Board's decision will be based on (1) the student's letter of appeal which must include the reason for poor academic performance, (2) documentation of extenuating circumstances, and (3) a plan for improving academic performance. Student conduct records will be reviewed by the

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## Academic Regulations

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Board in making their decision. The Board's decision is final.

If the student uses the two semesters of academic probation mentioned above, but fails to earn a cumulative grade-point average sufficient to place her or him in good academic standing, the student will then be **academically suspended**. At that point, the student's only recourse is to enroll during the University's summer terms until such time that the cumulative grade-point average places her or him in good academic standing. (Since grades earned and hours attempted during the summer are calculated in the student's academic status, it should be remembered that the grades earned and hours attempted during the summer may not only return the student to good academic standing, they may also place or continue the student in academic difficulty. A summer term does not, however, count as one of the two semesters allowed while on academic probation. Undergraduate students in academic difficulty - whether on probation or suspension - may always attend Appalachian during the summer.)

The University has academic "Forgiveness Policies" (described under the Office of Admissions section of this catalog) which allow an undergraduate student to re-apply for admission even though she or he has been academically suspended. Understand, however, that these policies have both minimum waiting periods and academic stipulations which must be met before the student is allowed to re-enroll in an academic term other than the summer.

### Field-Based Option

In fulfilling its obligation as a regional university, Appalachian State University provides an opportunity for persons seeking a degree to pursue the degree in field-based programs established by special arrangement. Designed primarily for other than full-time students, the field-based degree program provides the opportunity for such persons to extend or update their academic credentials. For details regarding these degree programs, contact the Office of Extension and Distance Education at (828) 262-3113.

### Independent Study

Independent study is the term applied to the study of a subject not listed in the regular curricular offerings. Under the independent study program, a student designs a project and then individually pursues the study under the auspices of an instructional staff member who serves as a consultant for the student during the course of the study. The student must be either degree seeking, working toward teacher licensure or have special permission from the dean. In all cases, permission from the departmental chair (in which the course is offered) will need to be secured. The vehicles for this are course numbers 2500, 3500, 4500, 5500, 6500 and 7500 depending on the level of the student. For information on independent study, students should consult the chair of the department in which the independent study is to be done.

### Individual Study

Individual study is the pursuit of a regularly listed course by a student without attending classes on a regular basis. The student must be either degree seeking, working toward teacher licensure or have special permission from the dean. In all cases, permission from the departmental chair (in which the course is offered) will need to be secured. If the departmental chair approves, then she or he will suggest one or more faculty members in the department who might supervise the student in the course. If the faculty member agrees to supervise the student, the student and faculty member will work out the method of study. The grade for the course will be submitted to the Registrar in the regular way at the end of the semester in which the project is completed.

### Institutional Credit

Courses numbered less than 1000 (excluding applied music courses, major-principal, MUS 0001-0025) are taken for "institutional credit" only. These courses DO NOT count for graduation, but are computed in the student's GPA (the hours count toward full-time student eligibility, but do not count as hours earned for graduation). Institutional credit courses will not be used in determining eligibility for honors.

### Instructional Assistance Program

The instructional assistance program is designed for students interested in participating, for academic credit, in supervised experiences in the instructional process on the University level through direct participation in classroom situations. Students with junior or senior standing are eligible to participate in this program. An undergraduate student may include a maximum of 3 semester hours credit under the Instructional Assistance Program toward meeting graduation requirements. **For further information, the student should contact the chair of the department in which she/he wishes to engage in instructional assistance.**

### Internships

The following University policy applies to internships, practica, field experiences, clinicals, and student teaching and the term internships will be used to encompass all such experiences.

By offering realistic on-the-job experiences and personal contacts with employers, internships provide students with opportunities to learn outside of the regular classroom and to formulate career plans based on their experiences.

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## **The following administrative standards govern internships, practica, field experiences, clinicals, and student teaching for credit at Appalachian State:**

Students pursuing an official Appalachian State University program of study that leads to a degree, certificate, or licensure are considered eligible to enroll for internship credit.

Academic credit will be based upon a minimum of 40 field placement hours per semester hour credit. Departments and programs may have additional academic requirements, including additional hours.

Internship courses are graded on an S/U basis. In the event an internship is embedded within a course, the experience will be graded as indicated in the course syllabus.

Internship experience and enrollment must be concurrent. Internship credit will not be granted retroactively.

Students must contact the appropriate program, department, college advisor, or designated representative for instructions on approval and registration procedures. All standards listed below are minimum standards; academic departments and programs may have higher and/or additional requirements. The program, academic department, or college dean's office will make the final determination whether

- a. the student's proposed internship experience is appropriate for the program requirements;
- b. the person serving as the student's supervisor at the internship site is fully qualified to supervise the intern;
- c. the student's internship is approved and registration is finalized in advance;
- d. the student's proposed internship adheres to all University, state, and federal regulations and guidelines,
- e. the student has a cumulative GPA of no less than 2.0;
- f. the student meets the class standing requirement, Junior or Senior status or other as determined by department, and meets all requirements of their academic department and/or program

Appalachian State University requires professional liability insurance coverage for all students enrolled in internship or practicum courses, including student teaching. When a student registers for an internship, a fee is applied to the student's account to purchase professional liability insurance coverage.

The Office of International Education & Development (OIED) is responsible for reviewing and certifying/not certifying all international internships. Students seeking internships outside the United States must submit an application to OIED no fewer than fifteen (15) business days prior to intended departure or fifteen (15) days prior to Add/Drop whichever date occurs first in order to allow time for review and processing of pre-departure paperwork.

The Appalachian State University Internship Contract, available within the Internship Inventory, will be signed outlining the responsibilities of the University, of the student, and of the internship host. Students should see their Internship Coordinator within their academic department/program to start the process of internship approval.

## **Credit by Examination**

Not all courses are amenable to credit by examination, but many are. Students who wish to challenge a regularly listed course should consult with the appropriate departmental chair. If arrangements can be made with the department chair, a fee of \$50.00 is charged for each examination and a receipt from the Student Accounts Office must be shown to the departmental chair before final approval can be given. If the examination is passed, credit without grade will be noted on the student's transcript. The departmental chair will notify the Registrar's Office, in writing, to enter the credit on the permanent record and notify the cashier, in writing, to reimburse the faculty member who administered the examination. If the examination is not passed, no notation is made on the transcript. In the case of freshmen who take placement examinations during the freshman orientation period, the fee is waived.

Anyone seeking credit by examination must be either degree seeking or taking courses for teacher licensure. Credit by examination cannot be used to repeat a course, nor can it be used to meet the University's residency requirements for graduation.

## **Advanced Placement Program (AP), College Level Examination Program (CLEP), International Baccalaureate (IB)**

Appalachian State University grants "credit by examination" in conjunction with the AP Program, the CLEP Program and the IB Program. Students who have demonstrated their achievement on specific tests in either AP or CLEP should have their scores sent directly from The College Board to Appalachian State University (College Code for both programs is 5010) for consideration with regard to placement into advanced courses and for college credit. For International Baccalaureate, go to [www.ibo.org](http://www.ibo.org) and use College Code 00832. All students are encouraged to take these tests and to submit their scores for evaluation.

Students may also qualify for advanced placement and course credit by taking departmental tests in their areas of extensive specialization. Based upon these test results, the amount and nature of the credit granted is determined by the committee on academic policies and procedures and the pertinent department of instruction.

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Test scores submitted from these testing programs will remain valid for only ten years.

### Credit for Life Experience

Persons interested should see the Coordinator of Credit for Life Experience in the University College Academic Advising Office.

In exceptional cases, credit can be awarded for prior non-college-based learning if the credit sought is related to the student's degree program (i.e. general education, major or licensure requirements). Assessment of prior learning can commence only after a student has been admitted to the University and has declared a major.

The student will first meet with the designated Academic Advising representative who will help in defining the areas or disciplines in which appropriate creditable learning may have occurred. Actual assessment is conducted by a faculty member in the appropriate academic area. A \$100.00 fee for each area of assessment will be charged. Payment is made to the Student Accounts Office.

*Note: Anyone seeking credit for life experience must be either a candidate for an undergraduate degree at Appalachian or taking courses for teacher licensure. Credit for life experience cannot be used to repeat a course, nor can it be used to meet the University's residency requirements for graduation.*

### Credit for Military Service

Appalachian may grant up to eight semester hours of academic credit to current or former members of the United States Armed Services who have completed initial entry training. Credits include MSL 1101 (General Education Wellness Literacy) and up to six additional semester hours in general Military Science and Leadership (MSL) credit, (MSL 1001, 1002, 2001 and 2002). The University may grant additional specific course credit for completion of certain types of military schools and for some courses listed on the Joint Services Transcript (JST). Students seeking academic credit should present a DD214, DD220, or Joint Services Transcript to the Office of Transfer Services.

### Honors

To encourage scholarship, the University officially recognizes students who distinguish themselves in academic pursuits. Honors day is observed for all students qualifying for scholastic honors, and each honor student is awarded a certificate.

The Gamma Beta Phi Society is a national honor and service organization for students who have earned at least 14 semester hours with a cumulative 3.25 grade-point average.

Alpha Chi, a national scholastic fraternity, is open to not more than the top ten percent of the junior and senior classes who have a grade-point average of not less than 3.50. Phi Kappa Phi, a national scholastic fraternity, honors outstanding scholarship among graduating seniors in each of the colleges who have attained at least a 3.70 grade point average. Occasionally, Phi Kappa Phi taps several outstanding junior scholars for membership.

Only those courses earning credit toward graduation will be used in determining eligibility for honors.

### Chancellor's List

The Chancellor's list was created to provide higher recognition to those full-time students who receive a grade-point average of 3.85 or higher in any semester.

An undergraduate student who carries 12 semester hours or more of coursework on which grade points are computed and who attains a grade-point average of 3.85 or better is placed on the chancellor's list of honor students for that semester. Only those courses earning credit toward graduation will be used in determining eligibility for honors.

### Dean's List

An undergraduate student who carries 12-14 semester hours of coursework on which grade points are computed and who attains a grade-point average of 3.45 or better is placed on the dean's list of honor students for that semester.

An undergraduate student who carries 15 semester hours or more of coursework on which grade points are computed and who attains a grade-point average of 3.25 or better is placed on the dean's list of honor students for that semester. Only those courses earning credit toward graduation will be used in determining eligibility for honors.

### Honor Teaching

A student who shows exceptional initiative, scholarship, and excellence in student teaching may be designated and recognized as an honor teacher. The honor will be entered on the student's official record.

### Graduation

Degrees are conferred and diplomas are mailed at the close of each academic term (fall, spring, summer). Formal graduation ceremonies,

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## Academic Regulations

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however, are held only at the close of fall and spring terms.

Candidates for the baccalaureate degree must file an application with the Registrar's Office at the beginning of the term prior to the one in which graduation requirements will be completed. At the beginning of each term, the Registrar's Office will notify all seniors ostensibly eligible to apply to graduate (i.e., those currently enrolled for a sufficient number of hours to meet the University requirement) of the required procedure and deadline date. Exceptions to the deadline date will be made ONLY by the degree-granting Dean's Office.

### Commencement Walkers

University Commencement is a ceremony celebrating the completion of a students' degree requirements. Participation (walking) in the Commencement ceremony is not synonymous with graduating. While the ceremony is an important representation of the conclusion of a student's academic career, the actual process of clearing a student to graduate and conferral of the degree occurs separately. Degree-seeking undergraduate students are invited to participate in the Commencement ceremony and have their names printed in the Commencement program if and when they have submitted a formal application for graduation.

- Spring Commencement includes:  
Undergraduate students who have applied for graduation and will complete their requirements in either May or August
- Fall Commencement includes:  
Undergraduate students who have applied for graduation and will complete their requirements in December.

### Graduation with Degree Honors

To be eligible for graduation with Latin Honors, degree-seeking undergraduate students must complete, in residence at Appalachian, a minimum of 48 semester hours. (Note: Credit for which a grade is not awarded will not be used in the determination of honors—e.g., APP, CLEP, credit by examination, credit for military service, credit for prior learning, etc.) Students who return to Appalachian State University under Academic Forgiveness are not eligible for Latin Honors. A minimum grade-point average of 3.45 is required for graduating cum laude; a minimum grade point average of 3.65 is required for graduating magna cum laude; and a minimum grade-point average of 3.85 is required for graduating summa cum laude.

### Graduation with Honors for Undergraduate Students Seeking Second Degree

In determining qualification for graduation with honors for Appalachian State University students seeking two degrees or a second degree, all work taken at Appalachian must be considered in the calculation of their grade-point average (GPA).

Students who have completed one degree at another institution and are seeking a second degree at Appalachian must complete, in residence at Appalachian, a minimum of either four semesters in full-time attendance or a total of 58 semester hours to be eligible to graduate with honors from Appalachian State University.

### Transcripts

Transcripts must be requested in writing from the Registrar's Office. Transcripts will not be issued to students having unpaid accounts with the University.

# The Undergraduate Program

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## The Undergraduate Program

Appalachian State University's undergraduate program seeks to educate men and women for the twenty-first century. It introduces students to Appalachian's broad vision of University study, its unique academic community and its commitment to knowledge, truth and excellence. At the same time, it seeks to stimulate student growth and development by equipping graduates with the intellectual skills and essential knowledge needed to meet the challenges of the future. The undergraduate program also offers students the opportunity to prepare for productive careers or advanced studies.

### GENERAL EDUCATION PROGRAM

*Michael Krenn, Director*

*Kristin M. Hyle, Assistant Director*

*Martha McCaughey, Faculty Coordinator of the First Year Experience*

[www.generaleducation.appstate.edu](http://www.generaleducation.appstate.edu)

### General Education Goals and Learning Outcomes

General education at Appalachian State University is anchored in the ideals and practices of liberal education and is designed to prepare students to fulfill the responsibilities and meet the challenges presented by a changing world. By engaging in the discovery, interpretation, and creation of knowledge throughout the undergraduate curriculum and becoming involved in educationally focused co-curricular activities, students learn to adapt to new environments, integrate knowledge from diverse sources, and continue learning throughout their lives. Recognizing the growing significance of an interconnected world, Appalachian's general education program also encourages meaningful connections between local regions, especially in the Southern Appalachian Mountains, and global contexts.

### EDUCATIONAL GOALS

Appalachian's general education program prepares students for

- I. Thinking critically and creatively
- II. Communicating effectively
- III. Making local to global connections
- IV. Understanding responsibilities of community membership

#### I. Thinking critically and creatively

**RATIONALE:** Appalachian's general education program seeks to cultivate lifelong learners who can understand, question, revise, and generate knowledge through thinking that is both critical in its analysis and evaluation of knowledge and creative in its integration and generation of knowledge. Critical and creative thinkers are conscious of how their own positions as well as the history of ideas influence their thought, and they also adjust their thinking as they interpret, evaluate, and reflect based on increasingly sophisticated intellectual values. Critical and creative thought requires the ability to integrate knowledge from a variety of domains and to transfer knowledge from one domain to another, while at the same time recognizing the distinctiveness and limitations of different methodologies and theoretical paradigms. This ability is best fostered by a combination of disciplinary and interdisciplinary approaches to learning and by the employment of a variety of critical and creative strategies, including reading, writing, observing, quantifying, using the scientific method, translating, creating, and performing.

**LEARNING OUTCOMES:** Students will

- A. Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated strategies to collect and interpret information;
- B. Successfully integrate disparate concepts and information when interpreting, solving problems, evaluating, creating, and making decisions;
- C. Examine and evaluate how their own personal, historical, and cultural perspectives affect the discovery and generation of knowledge;
- D. Construct persuasive arguments in increasingly complex contexts;
- E. Apply theories from a variety of disciplines and advance convincing reasons to connect as well as differentiate theories from different domains of knowledge.

#### II. Communicating effectively

**RATIONALE:** The general education program prepares students to employ modes of communication that can help communities reach both authentic consensus and respectful disagreement. In a two-way interaction, communicating effectively leads to discovery and productive changes in the sender, who may be a writer, speaker, dancer, musician, visual artist, or actor, as well as in the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of

## The Undergraduate Program

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both similar and different experiences and values. They adapt their communication skills with increasing fluency and sophistication to new and increasingly complex situations. Communicating effectively requires sophisticated reading skills in conjunction with a high level of quantitative, technological, and information literacy.

LEARNING OUTCOMES: Students will

- A. Articulate and comprehend effectively, using verbal or non-verbal communication suitable to topic, purpose, and audience;
- B. Use writing effectively to discover and develop ideas and to articulate positions in contexts of increasing complexity;
- C. Make rhetorical decisions appropriate to topic, purpose, and audience while correctly using the conventions of standard written English;
- D. Determine the scope of information needed in specific research contexts and successfully identify, locate, evaluate, use, and communicate information from various media;
- E. Read actively and analytically at the college level and synthesize and apply information and ideas from their reading across disciplines;
- F. Know, apply, and communicate college-level quantitative concepts and methods;
- G. Select and use hardware, software applications, databases, and other technologies effectively for both inquiry and communication.

### III. Making local to global connections

RATIONALE: Appalachian State University is both in and of the southern Appalachian region, and it is also part of a world that is globally connected. Life in the twenty-first century requires an understanding of the connections and multi-layered interactions among diverse local and global human cultures, as well as between humans and the natural and physical environments. In this context, the general education program helps to cultivate an active understanding of global change and the effect of human agency on both natural and cultural environments. Students should understand the importance of biodiversity, ecological integrity, and the need to achieve sustainable benefits for communities. Knowledge of other cultures, diverse cultural frames of reference, and alternative perspectives are essential to thinking critically and creatively and to understanding the responsibilities of membership in local, regional, and global communities. The cultivation and maintenance of intercultural relationships require active cultural understanding, which is achieved by exploring multiple strategies for interacting with other peoples and cultures.

LEARNING OUTCOMES: Students will

- A. Analyze past and present relationships between humans and the natural and physical environment;
- B. Evaluate community, natural, and global change through the lens of sustainability;
- C. Demonstrate the ability to think critically and creatively about the relationship between local regions and global issues, processes, trends, and systems;
- D. Demonstrate knowledge of contemporary issues related to cultural diversity in the United States and other areas of the world;
- E. Employ appropriate and increasingly sophisticated means for communicating with people of other cultures.

### IV. Understanding responsibilities of community membership

RATIONALE: General education prepares academically skilled and engaged citizens capable of contributing to the betterment of society and taking responsibility for the common good. Responsible contribution to a vibrant democracy governed by the rule of law requires a basic understanding of the ways in which governments, economies, and societies function. Moral reasoning skills, necessary in a world characterized by often conflicting beliefs and attitudes, enable students to reflect critically on ethical issues and to make reasoned, intelligent judgments about complex moral problems. Effective moral reasoning includes questioning one's own assumptions and beliefs, understanding the reasoning of others, and accepting disagreement about important matters. An understanding of the broad range of past and present moral positions should be accompanied by shared beliefs regarding honesty, integrity, and obligation to others.

LEARNING OUTCOMES: Students will

- A. Identify potential consequences that personal choices as well as political, economic, and other social forces may have on individual, societal, and environmental health;
- B. Apply moral reasoning skills to an array of ethical issues confronted by individuals, groups, and communities;
- C. Collaborate effectively with others in shared processes of inquiry and problem-solving;
- D. Apply principles of responsible community membership within and beyond the campus community.

# The Undergraduate Program

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## General Education Requirements

[www.generaleducation.appstate.edu](http://www.generaleducation.appstate.edu)

The program requires students to complete an integrated curriculum grounded in a liberal education in the arts and sciences. It employs a vertical model consisting of opportunities during each year of enrollment for students to improve their skills in critical thinking, inquiry, analysis, synthesis, written and oral communication, and information and technological literacy. Furthermore, the curriculum provides avenues for synergy between general education and the academic major and active learning within and outside the traditional classroom through linkages with undergraduate research, service learning, international experiences, and leadership development. The general education curriculum requires a total of 44 semester hours (41-44 semester hours for transfer students with 30 or more semester hours of transferable work).

*This includes the following required coursework:*

- 3 s.h. First Year Seminar (waived for transfer students with 30 or more s.h. of transferable work)
  - 3 s.h. First Year Writing
  - 3 s.h. Second Year Writing
  - 4 s.h. Quantitative Literacy
  - 8 s.h. Science Inquiry
  - 2 s.h. Wellness Literacy
  - 9 s.h. Integrative Learning Experience
  - 12 s.h. Liberal Studies Experience
- Designations may be taken in Integrative Learning Experience or Liberal Studies Experience (including 3 s.h. each in fine arts, historical studies, literary studies, social science)
- 
- 44 s.h. TOTAL (41-44 s.h. total for transfer students with 30 or more s.h. of transferable work)

Coursework in the major:

- Junior Writing in the Discipline (WID)
- Senior Capstone Experience

To encourage a broad-based general education, most general education courses for students are outside their majors. Students will be allowed to count a maximum of 9 s.h. taught in their major discipline toward general education requirements.

## THE MAJOR

Appalachian State University offers the following degree programs, concentrations, minors and certificate programs at the undergraduate level. Appalachian's internal major codes, CIP codes, and concentration codes are shown in parentheses after each degree and concentration. For specific degree requirements, go to [www.programsofstudy.appstate.edu](http://www.programsofstudy.appstate.edu).

For graduate degree programs, concentrations, minors and certificate programs, refer to the *Graduate Bulletin and Course Catalog* at [www.registrar.appstate.edu/catalogs/](http://www.registrar.appstate.edu/catalogs/).

### College of Arts and Sciences

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Undergraduate minor in Classical Civilizations (128/30.2201)

Undergraduate minor in Judaic, Holocaust and Peace Studies (126/30.2101)

Undergraduate minor in Medieval Studies (131/30.1301)

### DEPARTMENT OF ANTHROPOLOGY

**Bachelor of Arts in Anthropology** (202\*/45.0201) with concentrations in Archaeology (202D), Social Practice and Sustainability (202E), and Sociocultural Anthropology (202F)

**Bachelor of Science in Anthropology** (201A/45.0201)

**Bachelor of Science in Anthropology** (201\*/45.0201) with concentrations in Biological Anthropology (201C) and Archaeology (201D)

Undergraduate minor in Anthropology (201/45.0201)

Undergraduate minor in Evolutionary Anthropology and Primatology (202/45.0201)

### APPALACHIAN STUDIES PROGRAM

Undergraduate minor in Appalachian Music: Roots and Influences (100/05.0199)

Undergraduate minor in Appalachian Studies (204/05.0199)

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# The Undergraduate Program

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## DEPARTMENT OF BIOLOGY

**Bachelor of Arts in Biology** (208A/26.0101)

**Bachelor of Science in Biology** (142\*/26.0101) with concentrations in Cell/Molecular Biology (142B), Ecology, Evolution and Environmental Biology (142C), and Secondary Education (142D)[T]

Undergraduate minor in Biology (208/26.0101)

## DEPARTMENT OF CHEMISTRY

**Bachelor of Arts in Chemistry** (216A/40.0501)

**Bachelor of Science in Chemistry** (214\*/40.0501) with concentrations in Certified Chemist (214B), Environmental (214G), Fermentation Sciences (214I), Forensic Science (214H), Individually Designed (214F), Marketing and Business (214D), Preprofessional and Paramedical (214E), and Secondary Education (214J)[T]

Undergraduate minor in Chemistry (214/40.0501)

Undergraduate certificate program: Forensic Science (141A/43.0106)

## DEPARTMENT OF COMPUTER SCIENCE

**Bachelor of Science in Computer Science** (219A/11.0701)

Undergraduate minor in Computer Science (219/11.0701)

## DEPARTMENT OF CULTURAL, GENDER AND GLOBAL STUDIES

**Bachelor of Arts in Global Studies** (601A/30.2001)

**Bachelor of Arts in Interdisciplinary Studies** (250\*/24.0101) with a concentration in Individually Designed (250E)

**Bachelor of Arts in Gender, Women's and Sexuality Studies** (134A/05.0207)

Undergraduate minor in Africana Studies (611/05.0201)

Undergraduate minor in Girls' Studies (607/05.0207)

Undergraduate minor in Global Studies (601/30.2001)

Undergraduate minor in Interdisciplinary Studies (112/24.0101)

Undergraduate minor in Internet Studies (250/24.0101)

Undergraduate minor in Labor Studies (249/24.0101)

Undergraduate minor in LGBT Studies (Lesbian, Gay, Bisexual and Transgender Studies) (606/05.0208)

Undergraduate minor in Non-Profit Management (609/52.0206)

Undergraduate minor in Gender, Women's and Sexuality Studies (134/05.0207)

Undergraduate certificate program: Global Connections (612A/30.2001)

Undergraduate certificate program: Africana Studies (611A/52.0201)

## DEPARTMENT OF ENGLISH

**Bachelor of Arts in English** (233\*/23.0101) with concentrations in Creative Writing (233B), Film Studies (233D), Literary Studies (233E), and Professional Writing (233C)

**Bachelor of Science in English, Secondary Education** (234A/13.1305)[T]

Undergraduate minor in English (233/23.0101)

Undergraduate minor in Film Studies (138/23.0101)

## ENVIRONMENTAL SCIENCE PROGRAM

**Bachelor of Science in Environmental Science** (121A/03.0104)

**Bachelor of Science in Environmental Science** (121\*/03.0104) with a concentration in Environmental Professional (121B)

## FERMENTATION SCIENCES PROGRAM

**Bachelor of Science in Fermentation Sciences** (118A/01.1099)

# The Undergraduate Program

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## DEPARTMENT OF GEOGRAPHY AND PLANNING

**Bachelor of Arts in Geography** (242A/45.0701)

**Bachelor of Science in Community and Regional Planning** (218A/04.0301)

**Bachelor of Science in Geography** (241\*/45.0701) with concentrations in General Geography (241C) and Geographic Information Systems (241D)

Undergraduate minor in Community and Regional Planning (218/04.0301)

Undergraduate minor in Geography (242/45.0701)

Undergraduate certificate program: Geographic Information Systems (GIS) (140A/45.0701)

## DEPARTMENT OF GEOLOGY

**Bachelor of Arts in Geology** (119A/40.0601)

**Bachelor of Science in Geology** (244A/40.0601)

**Bachelor of Science in Geology** (259\*/40.0601) with concentrations in Environmental Geology (259C), Paleontology (259D), Quantitative Geoscience (259E), and Secondary Education (259F)[T]

Undergraduate minor in Geology (244/40.0601)

## DEPARTMENT OF GOVERNMENT AND JUSTICE STUDIES

**Bachelor of Arts in Political Science** (271A/45.1001)

**Bachelor of Science in Criminal Justice** (220A/43.0104)

**Bachelor of Science in Criminal Justice** (220\*/43.0104) with a concentration in International Studies (220B)

**Bachelor of Science in Political Science** (272\*/45.1001) with concentrations in American Politics (272C), International and Comparative Politics (272D), Pre-Professional Legal Studies (272J), and Public Administration (272K)

Undergraduate minor in Criminal Justice (220/43.0104)

Undergraduate minor in Political Science (271/45.1001)

## DEPARTMENT OF HISTORY

**Bachelor of Arts in History** (254A/54.0101)

**Bachelor of Science in History** (246\*/54.0101) with concentrations in Applied and Public History (246B), and Multidisciplinary (246C)

**Bachelor of Science in History, Social Studies Education** (116A/13.1328)[T]

Undergraduate minor in History (246/54.0101)

## DEPARTMENT OF LANGUAGES, LITERATURES, AND CULTURES

**Bachelor of Arts in Languages, Literatures, and Cultures** (136\*/16.0199) with concentrations in French and Francophone Studies (136B) and Spanish (136C)

**Bachelor of Science in Languages, Literatures, and Cultures** (137\*/13.1399)[T] with concentrations in French and Francophone Studies, Education (K-12) (137B)[T] and Spanish, Education (K-12) (137C)[T]

Undergraduate minor in Arabic (133/16.9999)

Undergraduate minor in Chinese (227/16.9999)

Undergraduate minor in French and Francophone Studies (122/16.0901)

Undergraduate minor in German (245/16.0501)

Undergraduate minor in Japanese (117/16.0302)

Undergraduate minor in Russian (129/16.0402)

Undergraduate minor in Spanish (286/16.0905)

Undergraduate minor in TESL/Applied Linguistics (TESL: Teaching English as a Second Language) (288/16.0102)



# The Undergraduate Program

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## DEPARTMENT OF MATHEMATICAL SCIENCES

Bachelor of Arts in Mathematics (261A/27.0101)

**Bachelor of Science in Actuarial Sciences** (106A/52.1304)

**Bachelor of Science in Mathematics** (260\*/27.0101) with concentrations in Business (260D), Computation (260E), General Mathematics (260B), Life Sciences (260F), Physical Sciences (260G), and Statistics (260H), Secondary Education (260I)[T]

Undergraduate minor in Mathematics (260/27.0101)

Undergraduate minor in Statistics (289/27.0501)

## DEPARTMENT OF PHILOSOPHY AND RELIGION

**Bachelor of Arts in Philosophy** (101A/38.0101)

**Bachelor of Arts in Religious Studies** (102A/38.0201)

Undergraduate minor in Philosophy (266/38.0101)

Undergraduate minor in Religious Studies (103/38.0201)

## DEPARTMENT OF PHYSICS AND ASTRONOMY

**Bachelor of Arts in Physics** (269A/40.0801)

**Bachelor of Science in Physics** (270\*/40.0801) with a concentration in Applied Physics (270B), Secondary Education (270C)[T]

Undergraduate minor in Astronomy (207/40.0801)

Undergraduate minor in Physics (270/40.0801)

## DEPARTMENT OF PSYCHOLOGY

**Bachelor of Arts in Psychology** (251A/42.0101)

**Bachelor of Science in Psychology** (252\*/42.0101) with concentrations in Business (252D), Health Studies (252E), Human Services (252F), Natural Science (252C), and Social Science (252G), Sociology of Health and Aging (284N)

Undergraduate minor in Psychology (275/42.0101)

## DEPARTMENT OF SOCIOLOGY

**Bachelor of Arts in Sociology** (290A/45.1101)

**Bachelor of Science in Sociology** (284\*/45.1101) with concentrations in Applied Research Methods (284D), Criminology, Deviance and Law (284L), Families and Intimate Relationships (284M), Individually Designed (284I), Social Inequalities (284K), and Sociology of Health and Aging (284N)

Undergraduate minor in Gerontology (253/30.1101)

Undergraduate minor in Sociology (290/45.1101)

## WATAUGA RESIDENTIAL COLLEGE PROGRAM

Undergraduate minor in Experiential, Integrative Learning (148)

## Walker College of Business

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**Bachelor of Science in Business Administration in International Business** (337A/52.1101)

Undergraduate minor in General Business (324/52.0101)

Undergraduate minor in International Business (337/52.1101)

## DEPARTMENT OF ACCOUNTING

**Bachelor of Science in Business Administration in Accounting** (301A/52.0301)

Undergraduate minor in Accounting (301/52.0301)

## DEPARTMENT OF COMPUTER INFORMATION SYSTEMS AND SUPPLY CHAIN MANAGEMENT

**Bachelor of Science in Business Administration in Computer Information Systems** (310A/52.1201)

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# The Undergraduate Program

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## **Bachelor of Science in Business Administration in Supply Chain Management (361A/52.0203)**

Undergraduate minor in Computer Information Systems (310/52.1201)

Undergraduate minor in Supply Chain Management (360/52.0205)

### **DEPARTMENT OF ECONOMICS**

**Bachelor of Arts in Economics (315\*/45.0601)** with concentrations in Environmental Economics and Policy (315B), General Economics (315C), International Economics (315D), and Regional Economic Development (315E)

## **Bachelor of Science in Business Administration in Economics (316A/45.0601)**

Undergraduate minor in Economics (316/45.0601)

### **DEPARTMENT OF FINANCE, BANKING AND INSURANCE**

## **Bachelor of Science in Business Administration in Finance and Banking (326A/52.0801)**

## **Bachelor of Science in Business Administration in Risk Management and Insurance (380A/52.1701)**

Undergraduate minor in Employee Benefits (381/52.1701)

### **DEPARTMENT OF MANAGEMENT**

## **Bachelor of Science in Business Administration in Hospitality and Tourism Management (371A/52.0901)**

## **Bachelor of Science in Business Administration in Management (355A/52.0201)**

Undergraduate minor in Advanced Entrepreneurship (346/52.0701)

Undergraduate minor in Entrepreneurial Studies (347/52.0701)

Undergraduate minor in Human Resource Management (348/52.1001)

Undergraduate minor in Sustainable Business (349/52.0201)

Undergraduate minor in Hospitality and Tourism Management (371)

### **DEPARTMENT OF MARKETING**

**Bachelor of Science in Business Administration in Marketing (352\*/52.1401)** with concentrations in General Marketing (352B) and Sales (352C)

Undergraduate minor in Marketing (352/52.1401)

Undergraduate minor in Marketing:Sales (354)

Undergraduate minor in Marketing:Professional Selling (353)

### **Reich College of Education**

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### **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Bachelor of Science in Career and Technical Education (456\*/13.1299)[T]** with concentrations in Business, Finance and Information Technology Education (456B)[T], Business, Marketing and Entrepreneurship Education (456C)[T], Family and Consumer Sciences Education (456D)[T], and Technology, Engineering and Design Education (456E)[T], Trade and Industry Education (456F)[T]

## **Bachelor of Science in Elementary Education (441A/13.1202)[T]**

**Bachelor of Science in Middle Grades Education (470\*/13.1203)[T]** with concentrations in Language Arts (470B)[T], Mathematics (470C)[T], Science (470D)[T], and Social Studies (470E)[T]

Undergraduate minor in Business and Information Technology Education (456/13.1299)

Undergraduate minor in Media Studies (467/13.0501)

Undergraduate minor in Teacher Education (409/13.1299)

### **DEPARTMENT OF FAMILY AND CHILD STUDIES**

**Bachelor of Science in Child Development (510\*/19.0706)** with concentrations in Family and Consumer Sciences (510F) and Birth to Kindergarten (510G)[T]

Undergraduate minor in Child Development (510/19.0706)

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## The Undergraduate Program

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Undergraduate minor in Family and Consumer Sciences (526/19.0101)

### **DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING**

Undergraduate minor in Leadership Studies (429/13.1102)

### **DEPARTMENT OF LEADERSHIP AND EDUCATIONAL STUDIES**

(Refer to the *Graduate Bulletin and Course Catalog*)

### **DEPARTMENT OF READING EDUCATION AND SPECIAL EDUCATION**

**Bachelor of Science in Special Education** (478\*/13.1011)[T] with concentrations in Adapted Curriculum K-12 (478C)[T] and General Curriculum K-12 (478B)[T]

Undergraduate minor in Special Education, General (487/13.1001)

Undergraduate minor in Teacher Education (409/13.1299)

### **College of Fine and Applied Arts**

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### **DEPARTMENT OF APPLIED DESIGN**

**Bachelor of Science in Apparel Design and Merchandising** (710A/19.0901)

**Bachelor of Science in Industrial Design** (576\*/50.0404) with concentrations in Furniture Design (576B), and Product Design (576C)

**Bachelor of Science in Interior Design** (550A/50.0408)

Undergraduate minor in Apparel Design and Merchandising (710/19.0901)

### **DEPARTMENT OF ART**

**Bachelor of Arts in Art and Visual Culture** (549\*/50.0701) with concentrations in Art History (549B), Studio Art (549C), and Art Management (549D)

**Bachelor of Fine Arts in Art Education (K-12)** (584A/13.1302)[T]

**Bachelor of Fine Arts in Graphic Design** (511A/50.0409)

**Bachelor of Fine Arts in Studio Art** (513A/50.0702)

**Bachelor of Science in Commercial Photography** (583A/50.0406)

**Bachelor of Science in Graphic Arts and Imaging Technology** (572\*/50.0409) with concentrations in Print Production (572B), Packaging Production (572C), and Cross Media Production (572D)

Undergraduate minor in Studio Art (513/50.0701)

Undergraduate minor in Art History (505/50.0703)

Undergraduate minor in Commercial Photography (583/50.0406)

Undergraduate minor in Graphic Arts and Imaging Technology (572/50.0409)

### **DEPARTMENT OF COMMUNICATION**

**Bachelor of Science in Communication, Advertising** (507A/09.0903)

**Bachelor of Science in Communication, Electronic Media/Broadcasting** (525A/09.0701)

**Bachelor of Science in Communication, Journalism** (517A/09.0401)

**Bachelor of Science in Communication, Public Relations** (521A/09.0902)

**Bachelor of Science in Communication Studies** (585A/09.0101)

Undergraduate minor in Communication (532/09.0101)

### **DEPARTMENT OF MILITARY SCIENCE AND LEADERSHIP**

Undergraduate minor in Military Science and Leadership (555/28.0301)

# The Undergraduate Program

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## DEPARTMENT OF SUSTAINABLE DEVELOPMENT

**Bachelor of Arts in Sustainable Development** (603A/03.0103)

**Bachelor of Science in Sustainable Development** (604\*/03.0103) with concentrations in Agroecology and Sustainable Agriculture (604B), Community, Regional and Global Development (604C), and Environmental Studies (604D)

Undergraduate minor in Sustainable Development (294/03.0103)

## DEPARTMENT OF SUSTAINABLE TECHNOLOGY AND THE BUILT ENVIRONMENT

**Bachelor of Science in Sustainable Technology** (571A/15.0507)

**Bachelor of Science in Building Sciences** (577\*/52.2001) with concentrations in Architectural Technology and Design (577B), Construction Management (577C), and Sustainable Building Systems (577D)

Undergraduate minor in Sustainable Technology (593/15.0612).

Undergraduate minor in Building Science (580/52.2001)

## DEPARTMENT OF THEATRE AND DANCE

**Bachelor of Arts in Dance Studies** (581A/50.0301)

**Bachelor of Arts in Theatre Arts** (591\*/50.0501) with concentrations in General Theatre (591B), Performance (591C), Theatre Design/Technology (591D), and Theatre Education (591E)[T]

Undergraduate minor in Dance (515/50.0301)

Undergraduate minor in Theatre Arts (586/50.0501)

## College of Health Sciences

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### DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

**Bachelor of Science in Communication Sciences and Disorders** (820A/51.0201)

Undergraduate minor in Communication Sciences and Disorders (820/51.0201)

### DEPARTMENT OF HEALTH AND EXERCISE SCIENCE

**Bachelor of Science in Athletic Training** (565A/51.0913)

**Bachelor of Science in Exercise Science** (567A/31.0505)

**Bachelor of Science in Exercise Science** (567\*/31.0505) with concentrations in Clinical Exercise Physiology (567E), Pre-Professional (567B), and Strength and Conditioning (567D)

**Bachelor of Science in Health Promotion** (509A/51.2207)

Undergraduate minor in Exercise Science (519/31.0505)

Undergraduate minor in Health Promotion (509/51.2207)

### DEPARTMENT OF NURSING

**Bachelor of Science in Nursing** (809A/51.3801)

**Bachelor of Science in Nursing (RN to BSN)** (563A/51.3801)

### DEPARTMENT OF NUTRITION AND HEALTH CARE MANAGEMENT

**Bachelor of Science in Health Care Management** (845A/51.0701)

**Bachelor of Science in Nutrition and Foods** (840\*/51.3101) with concentrations in Dietetics (840B), and Foodsystems Management (840C)

Undergraduate minor in Health Care Management (845/51.0701)

Undergraduate minor in Nutrition and Foods (840/51.3101)

### DEPARTMENT OF RECREATION AND PHYSICAL EDUCATION

**Bachelor of Science in Health and Physical Education, K-12** (825A/13.1314)[T]

## The Undergraduate Program

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**Bachelor of Science in Recreation Management** (574\*/31.0301) with concentrations in Commercial Recreation and Tourism Management (574G), Outdoor Experiential Education (574F), and Recreation and Park Management (574E)

Undergraduate minor in Recreation Management (575/31.0301)

### DEPARTMENT OF SOCIAL WORK

**Bachelor of Social Work** (281A/44.0701)

Undergraduate minor in Social Work (281/44.0701)

### Honors College

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Undergraduate minor in Medical Humanities (605/30.9999)

### Hayes School of Music

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**Bachelor of Music in Music Education** (552\*/13.1312)[T] with concentrations in Choral Music Education (K-12) (552D)[T], General Music Education (K-12) (552E)[T], and Instrumental Music Education (K-12) (552C)[T]

**Bachelor of Music in Performance** (554\*/50.0903) with concentrations in Composition and Theory (554C), Sacred Music (554B), Instrument/Bassoon (554E), Instrument/Cello (554F), Instrument/Clarinet (554G), Instrument/Flute (554H), Instrument/French Horn (554I), Instrument/Guitar (554K), Instrument/Harp (554L), Instrument/Oboe (554M), Instrument/Organ (554N), Instrument/Percussion (554O), Instrument/Piano (554P), Instrument/Saxophone (554Q), Instrument/String Bass (554R), Instrument/Trombone (554T), Instrument/Trumpet (554U), Instrument/Tuba (554V), Instrument/Viola (554W), Instrument/Violin (554X), Instrument/Voice (554Y), and Instrument/Euphonium (554Z)

**Bachelor of Music in Music Therapy** (553A/51.2305)

**Bachelor of Science in Music Industry Studies** (557\*/50.1003) with concentrations in Manufacturing and Merchandising(557G), Recording and Production (557H), and Marketing and Promotion (557I)

Undergraduate minor in Music (551/50.0901)

### University College

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### CO-CURRICULAR PROGRAM: SERVICE-LEARNING AND COMMUNITY-BASED RESEARCH

Undergraduate certificate program: Civic Engagement (613A/33.0104)

# Honors College

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## Honors College

*Ted Zerucha, Interim Director*

[www.honors.appstate.edu](http://www.honors.appstate.edu)

Admission to the Honors College requires the completion of a separate application. Admission is based on evidence of exceptional academic achievement and leadership, appreciation of creativity, commitment to service, and global awareness. The College accepts students prepared to embark on a curriculum that includes a series of specially designed courses and educational experiences that will prepare them for the best in post-baccalaureate opportunities. The University Honors curriculum meets the needs of high achieving students through Honors general education courses (small, cross-disciplinary courses, as well as introductory courses in many majors), international experiences, and a required Honors thesis/project. The College offers an introductory Freshman Honors Seminar and two additional interdisciplinary seminar courses. Classes are generally capped at twenty participants or less, and are conducted under the guidance of one or more faculty members who represent diverse academic areas. The courses are interdisciplinary in nature and are intended to exhibit ways in which two or more fields of study bear upon the subject matter. Honors faculty members are selected on the basis of demonstrated excellence in teaching and scholarship.

### University Honors

The Honors College offers outstanding and highly-motivated students a special opportunity to broaden and enrich their academic experience by providing Honors courses that will lead to graduation with University Honors from the Honors College. Honors courses are offered through the Honors College (HON courses) and as departmental offerings in more than 35 majors. Most departmental honors courses at the lower division level are designed to fulfill general education or departmental curriculum requirements. Honors courses are frequently conducted as seminars in which students meet in small groups to discuss readings, exchange ideas, debate, and share results of individual study and research. The emphasis in Honors is on independent and creative thinking with a great deal of student participation expected. Support facilities, including classrooms, study rooms, and special programs are available to all Honors College students. In order to graduate with University Honors from the Honors College and have the designation on the final transcript, Honors students must complete the University Honors requirements by meeting the following criteria (for a total of at least 24 required semester hours in Honors):

1. completing at least 9 semester hours of University Honors courses in at least two of the three major discipline areas (humanities, social sciences, and natural sciences) and one each from the three levels of HON 1515, HON 2515, and HON 3515
2. completing 9 additional semester hours of Honors courses from any area
3. completing at least 3 semester hours of Honors courses in the major
4. fulfilling the Honors College International Education requirement
5. maintaining both a cumulative and Honors course GPA of 3.45 in the senior year and earning no less than a "B" (3.0 grade points) in each required Honors courses
6. completing an Honors Thesis/Project (3 semester hours minimum), to be examined (defended) and approved by both an advisor in the student's thesis/project area and a second reader from a different department.

Further information and application materials are available online at [www.honors.appstate.edu](http://www.honors.appstate.edu). Within guidelines approved by the Honors College Academic Program Committee, students may enter into an Honors contract with an instructor and a department or program to complete a standard curriculum course and receive Honors credit. A grade of "B+" or higher is required for a non-honors course to count towards University Honors by contract, and all contracts must be approved in advance by the Honors College. Copies of the guidelines and Honors contract application materials may be obtained online or from the Honors office.

### Departmental Honors

Several disciplines offer students the opportunity to graduate with departmental honors. Check for requirements and procedures in the catalog section of the specific departments and programs. Most departmental Honors programs will require at least 9 semester hours in departmental Honors courses, including a 3 semester hour Honors Thesis/Project. Students may take part in more than one departmental Honors program at a time; however, the requirements for both need to be met independently. Students may also pursue both University and their departmental Honors simultaneously. Admission to departmental Honors is usually offered by invitation only. Students interested in enrolling in departmental Honors should contact the departmental Honors director for admissions criteria and program requirements. Each department or program establishes its own criteria for admitting students into departmental Honors, subject to approval of the Honors Council.



## Honors College

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### Minor in Medical Humanities (605/30.9999)

A minor in Medical Humanities consists of 15 semester hours. Of these, 3 semester hours are required and 12 semester hours are elective hours. This minor is open to any student in the University regardless of their major, but students must apply for admission. A minimum cumulative GPA of 3.3 is required at the time of application and must be maintained to graduate with a minor in Medical Humanities. Applications must be submitted to the Minor in Medical Humanities Committee (MMHC) for review and approval. Students accepted into the minor will have access to any of the Honors College courses that are offered for this minor.

The program of study is available at: [www.programsofstudy.appstate.edu/medical-humanities-minor-605-2016-2017](http://www.programsofstudy.appstate.edu/medical-humanities-minor-605-2016-2017)

### Courses of Instruction in Honors (HON)

This catalog reflects fall and spring semester offerings. Honors courses and contracts are typically not offered in the summer terms (except for travel courses). (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.) Students are advised to check the Honors College website at [www.honors.appstate.edu](http://www.honors.appstate.edu) for more information on courses and instructors.

#### HONORS (HON)

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##### **HON 1515. Freshman Honors Seminar (3).F;S.**

*GEN ED: First Year Seminar*

An interdisciplinary special topics course taught by one or two professors. This Honors course is equivalent to UCO 1200 (First Year Seminar) and fulfills the general education first year seminar requirement. Students may not receive credit for both UCO 1200 and HON 1515. Instructors and content vary; may be repeated for credit when content does not duplicate. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

##### **HON 2500. Independent Study (1-3).F;S.**

##### **HON 2515. Sophomore Honors Seminar (3).F;S.**

A cross-disciplinary special topics course covering two or more disciplines (science, social science, or humanities). Instructors and content vary; may be repeated for credit when content does not duplicate. This course may replace courses in the general education curriculum subject to semester-by-semester approval of the General Education Council. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

##### **HON 3500. Independent Study (1-3).F;S.**

##### **HON 3510. Washington Experience (3).On Demand.**

A seminar-style, variable topics course, to be taught in Washington, D.C. The course will explore the role of a national capital in the determination of public policy and national culture in a diverse democracy, using Washington, D.C., as text. Enrollment is limited to students who have applied and been accepted to the Washington Internship Program.

##### **HON 3515. Junior/Senior Honors Seminar (3).F;S.**

A special topics course covering two or more disciplines (science, social science, or humanities) with an emphasis on students' development of research skills. Instructors and content vary; may be repeated for credit when content does not duplicate. This course may replace courses in the general education curriculum subject to semester-by-semester approval of the General Education Council. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

##### **HON 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

##### **HON 3530-3549. Selected Topics (1-4).F;S.On Demand.**

##### **HON 4010. Senior Honors Thesis/Project (1-3).F;S.**

Independent study and research for an interdisciplinary thesis or project. Directed and graded by a faculty member in the student's thesis/project area with a second faculty member from a different department serving as a second reader. May be taken concurrently for credit in a student's major department, if applicable. Prerequisite: completion of an approved Honors sequence. (By invitation or application only.) May be repeated for credit if the total proposed thesis/project is more than three credit hours.

# University College

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## University College

*Michael W. Mayfield, Vice Provost for Undergraduate Education*

University College at Appalachian State University was founded in 2007 in order to coordinate programs that meet a broad range of needs for 21st-century students as they prepare to live and work in a complex network of local, regional and global communities. We cross many of the boundaries that separate traditional colleges and departments, and we are committed to the idea that a college education should connect what goes on inside and outside the classroom.

University College curricular programs are designed to help students achieve the essential learning outcomes of a liberal education, emphasizing reflective, life-long learning and the transferable skills necessary for navigating today's ever-changing world. Through co-curricular programs, students learn from distinguished authors and speakers, blend their classroom learning with community service, and pursue independent research with faculty mentors.

All students begin their education in University College: both freshmen and transfer students are introduced to the university and given their initial academic guidance through the Office of Advising and Orientation. Throughout their time at Appalachian, students benefit from other support services to improve their writing, work on other academic skills, and take the tests necessary to advance their careers at Appalachian and beyond. University College provides faculty members with innovative teaching opportunities and supports them in developing practices of engaged and successful learning. For more information, please call the University College office at (828) 262-7660 or visit the website at [www.universitycollege.appstate.edu](http://www.universitycollege.appstate.edu).

### University College Programs and Services

[www.universitycollege.appstate.edu](http://www.universitycollege.appstate.edu)

#### ACADEMIC SUPPORT SERVICES

- Orientation Programs
- Academic Advising
- Learning Assistance Program
- Testing Services
- University Documentary Film Services
- University Writing Center

#### CO-CURRICULAR PROGRAMS

- Forum Lecture Series
- Office of Student Research
- Common Reading Program
- Academic Civic Engagement

#### GENERAL EDUCATION PROGRAM

- General Education
- Writing Across the Curriculum (WAC)
- First Year Seminar

## Academic Support Services

### Orientation Programs

Orientation helps new students explore Appalachian's academic and social opportunities and make a smooth transition to life on campus. Orientation services for students are provided in the forms of an online orientation course called Early Registration Advising, an academic on-campus orientation program, and a Welcome Weekend program prior to the start of the fall semester. A Parent & Family Orientation program runs concurrently with the new student on-campus academic orientation program.

### New Student Orientation & Orientation Welcome Weekend

[www.orientation.appstate.edu](http://www.orientation.appstate.edu)

*Nikki Crees, Director*

Orientation is coordinated by University College and emphasizes academic information, placement testing, advice on course scheduling, University policies and procedures, and registration for classes. The program is required for all entering degree-seeking undergraduate students and takes place throughout the summer, at the beginning of each semester, and at the beginning of each summer school session. Orientation should be completed before the first day of classes but **MUST** be completed no later than the end of the specified drop/add period. **New students may not confirm their class schedule without attending Orientation.**

Orientation Welcome Weekend takes place at the beginning of the fall semester for all new undergraduate students. This program focuses on campus engagement, student involvement, and resources for student success. Students also have opportunities to meet professors and to get to know other students.

### Parent & Family Orientation

[www.parents.appstate.edu](http://www.parents.appstate.edu)

**Parent & Family Orientation** is coordinated by the Division of Student Development and is held concurrently with the academic new student orientation. This program is designed not only to introduce parents and families to the services and activities available to students, but also to discuss changes parents and families might expect as their daughter, son or family member transitions to college.

### Academic Advising

[www.advising.appstate.edu](http://www.advising.appstate.edu)

Appalachian views advising students as one of its highest responsibilities and priorities. Academic advising seeks to provide every student with assistance in identifying academic and career interests, developing a realistic and successful academic program, planning an effective career strategy, and addressing personal and social areas of concern. Faculty, administrators, and staff are committed to a comprehensive advising system that addresses students' needs at each stage in their University education.

### University College Academic Advising

*Lynne Waugh, Director*

*Don Presnell, Associate Director*

University College Academic Advising serves all first-time, degree-seeking, main campus undergraduate students in their first semesters and through major declaration. Professional advisors educate students regarding University requirements and policies. They assist with academic planning, interpreting University policies, and developing academic majors and career strategies. Advising for undeclared freshmen, first semester transfers, students whose GPA is below a 2.0, and undeclared students with 60 or more earned hours is mandatory. The Advising Center is located in 101 D.D. Dougherty Hall, (828) 262-2167.

**Advising in the Colleges/School.** When students have completed at least 30 semester hours, including credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course, and have obtained at least a 2.0 grade-point average, they may declare a major unless additional admissions requirements must be met. In this case, their academic records are forwarded from the University College Academic Advising Office to the appropriate degree-granting college/school (College of Arts and Sciences, Walker College of Business, Reich College of Education, College of Fine and Applied Arts, College of Health Sciences, and Hayes School of Music). In some cases, additional requirements must be met to be formally accepted into a college/school. Personnel are available in the dean's office of each degree-granting college or the School of Music to answer general questions about University graduation requirements, interpret University policy, and review a student's official record.

**Advising in the Departments/Programs.** Since advising policies vary at the upper division level, students who have declared their majors should contact their major departments/programs for advising information. As the primary source of advising for the major, the departmental/program advisor helps students in developing realistic and successful academic programs, exploring career opportunities, and staying informed about University and departmental policies and activities.

Faculty members maintain weekly office hours for routine conferences with students. Many faculty will be able to answer general questions about University regulations and requirements, but others will refer students to a department, program, or college/school for both general and specialized advising. When students have personal and social problems, faculty members assist if possible and,

if the need is apparent, make necessary referrals to one of the special counseling services on campus.

**Advising Responsibilities.** In order for academic advising to be constructive and beneficial, it is important that both the student and the advisor recognize respective responsibilities. The advisor is committed and prepared to provide appropriate, accurate, and timely information at every stage of the student's career. The student, on the other hand, must be willing to accept advice, realizing that the ultimate responsibility for understanding University regulations and for meeting graduation requirements resides with the student. Advising is a shared responsibility between the student and the advisor.

**Mandatory Major Declaration.** Students who are eligible to declare their majors and have junior status, 60 or more earned credit hours and the completion of one semester at Appalachian State University must declare their majors and move from University College Academic Advising to advising within their colleges/school and departments. A registration hold will be placed on the student accounts of those students who do not declare their majors when mandated. While University College academic advisors advise freshman and sophomore students, juniors and seniors are much better served in their specific major departments/programs as they progress toward graduation.

### Learning Assistance Program

*To be determined, Executive Director*

*To be determined, Associate Director*

[www.lap.appstate.edu](http://www.lap.appstate.edu)

The Learning Assistance Program fosters academic achievement by all Appalachian students. The program provides services to students that include tutoring, learning skills courses and consultations. Specific populations of students are provided a comprehensive system of support which include academic advising, counseling, orientation, instruction, and study skills to enable them to be successful in their academic work.

Following are descriptions of the components of the Learning Assistance Program, located on the second floor of D.D. Dougherty Hall. For additional information, call (828) 262-2291.

### Academic Services for Student-Athletes (LAP)

*Stacy Sears, Director*

[www.ssa.appstate.edu](http://www.ssa.appstate.edu)

Appalachian State University values academic excellence as well as athletic achievement. The student-athlete is provided a comprehensive academic support system through academic advising, counseling, tutoring, assistance with registration, orientation, academic progress reports, and NCAA eligibility checks. A required study hall is provided for some student-athletes. For further information, call (828) 262-2291.

### Appalachian Commitment to a College Education for Student Success (ACCESS)(LAP) [www.access.appstate.edu](http://www.access.appstate.edu)

*Beth Marsh, Director*

The ACCESS program offers low-income students from North Carolina a four-year university education at Appalachian State University debt-free. Specifically, the ACCESS program supplements federal financial aid grants, state financial aid grants and scholarships, and other forms of financial assistance with sufficient funds to cover the cost of institutional charges (tuition, fees, room, board) and health insurance costs.

To be eligible for the ACCESS program, a student must enter Appalachian as a first-time freshman on the main campus, attend full-time, be a resident of North Carolina, make satisfactory academic progress (as defined by federal regulations), and be from a family with an income at or below the Federal Poverty Level (indexed by family size). In addition to financial assistance, ACCESS students receive a comprehensive program of academic support which includes long-term academic advising, mentors, tutoring, early registration assistance, academic progress reports, career development, and financial planning.

### Academic Strategy Instruction (LAP)

*Cama Duke, Director*

*Heather Lippard, Assistant Director*

[www.lss.appstate.edu](http://www.lss.appstate.edu)

Students can sign up for individual appointments with a learning skills specialist to discuss strategies such as note-taking methods, time management, effective reading and study methods, test-taking skills, test anxiety, organization, and study tips for standardized test preparation.

Academic Strategy Instruction offers a variety of, one credit-hour elective courses in time management, study skills, power reading, and research strategies. Each course is designed to give students the opportunity to identify, practice and reflect on strategies for academic achievement. Workshops can be arranged upon request. For more information, call (828) 262-3044.

## As-U-R

Jamie Inlow, Director

[www.collegestar.appstate.edu/students](http://www.collegestar.appstate.edu/students)

As-U-R is the student centered initiative of College STAR (Supporting Transition, Access, and Retention: A UNC System Project Supporting Students with Learning Differences). As-U-R is a student support program focused on supporting students with executive function challenges (EFCs). Skills related to academic success, such as organization, planning and setting priorities, getting starting and completing tasks, monitoring progress on tasks, and decision-making are referred to as executive function skills. Executive function challenges are defined as chronic difficulties in organizing, planning, and carrying out tasks and can make success in college-level academics much more difficult. Some college students with EFCs may have previously been assessed for or even diagnosed with ADHD or a learning disability, but others may not, despite struggling with such tasks. As-U-R offers intensive accountability, peer mentoring/tutoring, drop-in assistance, quiet study rooms in Edwin Duncan Hall, and access to assistive technology.

## Student Support Services (LAP)

Cathia Silver, Director

Christine Davé, Assistant Director

[www.sss.appstate.edu](http://www.sss.appstate.edu)

Funded and supported by the U.S. Department of Education and Appalachian State University, Student Support Services is designed to assist students enrolled at Appalachian who have potential for success in college but who may experience some academic difficulties. Students selected for the program must be in need of financial assistance and/or be a first generation college student (neither parent has a bachelor's degree). The program offers academic advising, personal, career, and financial counseling, tutoring, a learning community, a mentor program, learning skills courses, cultural activities, and a scholarship program. For more information, please call (828) 262-2291.

## University Tutorial Services/LEAD Tutoring (LAP)

Jessica Lorello, Director

[www.tutoring.appstate.edu](http://www.tutoring.appstate.edu) or [www.si.appstate.edu](http://www.si.appstate.edu)

**University Tutorial Services** assists students who want to improve their chances of success in their coursework and/or who benefit from discussing course content with peer tutors. The program provides free tutorial assistance in most courses through small group tutoring. Students may sign up for tutoring appointments on Monday through Thursday from 9 AM–7 PM and on Friday from 9 AM–3 PM by going in person to Room 208 of D.D. Dougherty Hall, (828) 262-3060.

**LEAD Tutoring** is designed to help students master course concepts and increase competency in reading, reasoning and study skills. Successful role models such as upperclass students serve as LEAD tutors and attend course lectures, take notes, and complete assigned readings in order to lead weekly review sessions for students enrolled in these courses. For more information, please call (828) 262-3060.

## Testing Services

Merrill G. Hibbs, Director (Computer Based Testing Center)

Ed Williamson, Manager

[www.testing.appstate.edu](http://www.testing.appstate.edu)

The Office of Testing Services provides a Computer Based Testing Center for students to take national entrance/certification exams. Students can test at their own convenience at one of the twelve computer stations located in John E. Thomas Hall.

A list of tests/examinations offered include the GRE General Test (Graduate Record Examination), GMAT (Graduate Management Admission Test), PRAXIS (national teacher exam), TOEFL (Test of English as a Foreign Language), the MAT (Miller Analogies Test), MCAT (Medical College Admission Test), CLEP tests (College Level Examination Program), and other national examinations, charging fees, when applicable, in accordance with the schedule of fees maintained in the Testing Center. A variety of different certifying exams are also administered through a contract with the Pearson VUE testing company.

In addition to computer-based tests, paper and pencil tests are administered on national test dates throughout the year, usually on Saturdays. They include: PRAXIS, LSAT (Law School Admissions Test), GRE Subject Tests, and NCE (National Counselors Exam).

Testing Services also coordinates placement testing for incoming freshmen and transfers and distance education testing for ASU students enrolled in off-campus coursework. All requests for accommodated testing must be approved through the Office of Disability Services prior to test administration for these tests. For more information, please contact the Office of Testing Services at (828) 262-6801.

### University Documentary Film Services

*Beth Davison, Co-Director*

*Tom Hansell, Co-Director*

[www.doc.appstate.edu](http://www.doc.appstate.edu)

The University Documentary Film Services program teaches, engages in, and presents documentary work grounded in collaborative local and global partnerships that use photography, film/video, audio, and narrative writing to capture and convey memory, life, research, theory, and culture.

University Documentary Film Services:

- Coordinates existing documentary film efforts and resources on campus.
- Provides information and support for producing documentaries.
- Offers classroom instruction and workshops about basic documentary skills.
- Archives and disseminates campus documentary projects.

The University Documentary Film Services office is located in Room 228 of Chapell Wilson Hall.

For more information, please call (828) 262-7715 or (828) 262-6397.

### University Writing Center

*Elizabeth Carroll, Director*

*Amy Hansen, Assistant Director*

[www.writingcenter.appstate.edu](http://www.writingcenter.appstate.edu)

The University Writing Center offers free one-to-one conferences with Appalachian students working on any type of writing project: papers for academic courses, thesis chapters, statements for graduate school applications, and creative writing projects. Consultants work with writers at any stage of the writing process, from inventing topics and revising drafts to editing at the sentence level.

The University Writing Center is located in Room 008 of Belk Library and Information Commons.

For more information or to make an appointment, call (828) 262-3144.



## Co-Curricular Programs

### Forum Lecture Series

[www.universityforum.appstate.edu](http://www.universityforum.appstate.edu)

The University Forum Lecture Series brings distinguished speakers to campus to promote the exchange of ideas. Always challenging, sometimes controversial, the speakers enliven campus dialogue. They bring awareness to issues of concern in society and help students think critically about those issues.

For more information, please contact Dr. Mike Mayfield at (828) 262-7660.

### Office of Student Research

[www.osr.appstate.edu](http://www.osr.appstate.edu)

*Alan C. Utter, Director*

*Rebecca Battista, Interim Assistant Director*

The Office of Student Research (OSR) works to promote and support research and creative activity of undergraduate and graduate students, particularly activities conducted in collaboration with members of the faculty at Appalachian State University. The primary functions of the OSR are: advocacy for student-faculty research; identifying and pursuing sources of external and internal support for that research; seeking, collecting and disseminating information regarding student-faculty research opportunities; cooperating with other campus units to identify or create research opportunities; coordinating the university's annual Celebration of Student Research and Creative Endeavors; contributing to the UNC-General Administration Undergraduate Research Consortium; and participating in national dialogues/meetings devoted to promoting student research.

For more information, please contact the Office of Student Research at (828) 262-7655, Suite 251, Plemmons Student Union.

### Common Reading Program

[www.commonreading.appstate.edu](http://www.commonreading.appstate.edu)

*Colin Ramsey, Director*

The Common Reading Program plays an integral part in new students' orientation: Common Reading provides a common intellectual experience; an invitation to join an academic community of students, faculty, and staff; and an introduction to collegiate life. Students receive the book chosen and supplementary materials when they attend Summer Orientation. They should read the book before returning to campus for the Welcome Weekend in August. At that time, students participate in a book discussion led by a faculty or staff member that mirrors discussion in University classroom settings. In addition, Appalachian integrates the book and its themes into students' classes and other activities throughout the year, notably the fall Convocation, at which the book's author speaks. The Common Reading selection book is also required reading for the First Year Seminar.

For more information, please contact Dr. Colin T. Ramsey at (828) 262-7390 or [ramseyct@appstate.edu](mailto:ramseyct@appstate.edu).

### Academic Civic Engagement

[www.engagement.appstate.edu](http://www.engagement.appstate.edu)

Service-learning links the educational goals of a course to relevant civic engagement activities, and includes structured, critical reflection within the classroom – thereby increasing students’ understanding of both course content and its impact on communities. Community-based research is a collaborative, change-oriented, method of engagement which finds its questions within the needs of the community. This dynamic research model combines classroom learning with social action in ways that ultimately empower communities to address their own challenges and shape their own futures. For more information, please stop by the ACT Community Outreach Center in Room 134 of the Plemmons Student Union or visit the Civic Engagement website at [www.engagement.appstate.edu](http://www.engagement.appstate.edu).

The program of study is available at: [www.programsofstudy.appstate.edu/civic-engagement-certificate-613a-2016-2017](http://www.programsofstudy.appstate.edu/civic-engagement-certificate-613a-2016-2017)

For more information, please contact the Director of Academic Civic Engagement at (828) 262-8211.

#### **Civic Engagement- Undergraduate Certificate (613A/33.0104)**

Appalachian State University encourages students to look beyond the boundaries of the classroom through a variety of civic engagement opportunities. The Civic Engagement Program honors students who have participated in a significant number of service-learning courses throughout their collegiate career and have distinguished themselves by demonstrating an outstanding level of commitment to civic leadership and social responsibility.

Requirements: Students must

- Meet all requirements for graduation with a 3.0 GPA or higher.
- Complete at least 4 ACT-sponsored service-learning and/or community-based research courses (12 credit hours). Not all courses must be related to their chosen major or minor.
- Compile a portfolio of assignments done in service-learning courses, as well as final reflections from those courses.
- Participate in one of the following service-learning capstone projects in their final year at Appalachian State University:
  - Take the Public Service Research Program course, or independent study, to complete a community-based research project that includes field work, a written report, and an action plan.
  - Participate in a long-term International Service-Learning experience, of at least 3 credit-hours and/or 6-8 weeks in length. Students will be required to write a final paper reflecting on their experience and addressing how future students may contribute to that community based on its needs, population, and the agency with which they worked.

Students should consult with their major advisor and with the ACT office on ways in which the service-learning capstone project may be integrated into the capstone required for their major.

How Students Will Apply: Students must

- contact Appalachian & the Community Together (ACT) no later than the beginning of the fall semester of senior year to inform them of their intention to graduate as a Civic Engagement Scholar.
- Choose a service-learning capstone project and meet with ACT staff by the beginning of the fall semester of their senior year to ensure that the project meets the requirements.
- Turn in service-learning portfolio by the middle of the final semester of their senior year. This portfolio will be read by a team of faculty, staff, students, and community partners.

All Civic Engagement recipients will be recognized with:

- certificate at the ACT Celebration in April
- designated stole at commencement
- note on your academic transcripts

For more information and for details on how to apply, visit: [www.act.appstate.edu/civic-engagement](http://www.act.appstate.edu/civic-engagement).

## General Education Program

*Michael Krenn, Director*  
*Kristin M. Hyle, Assistant Director*

[www.generaleducation.appstate.edu](http://www.generaleducation.appstate.edu)

A degree from Appalachian State University begins with the General Education Program. Its interdisciplinary curriculum provides a challenging liberal education through which students learn to adapt to new environments, integrate knowledge from diverse sources, and continue learning throughout their lives. The General Education Program draws on nationally identified best educational practices, as well as what employers demand from today's graduates.

The General Education Program has four goals for students: thinking critically and creatively, communicating effectively, making local to global connections, and understanding responsibilities of community membership.

The General Education Program accounts for 44 semester hours of a student's degree program. A total of 17 semester hours come from the program's Integrative Learning Experience and Science Inquiry - with multi-disciplinary themes from which students select their courses. An additional 12 hours come from the Liberal Studies Experience.

The program also includes writing courses at the freshman, sophomore, and junior level; quantitative literacy courses to develop reasoning and numerical skills; and a wellness literacy requirement to enhance students' knowledge and management of their personal health in all its dimensions. The General Education Program culminates with a capstone experience in the student's major.

## Writing Across the Curriculum (WAC)

*Georgia B. Rhoades, Director*

[www.wac.appstate.edu](http://www.wac.appstate.edu)

The Writing Across the Curriculum Program (WAC) works closely with General Education, the University Writing Center, the Composition Program in English, and faculty in the disciplines (WID) to support faculty development in the teaching of the vertical writing model and assessment of writing. WAC consultants offer individual, group, and program workshops in writing pedagogy and have worked with faculty in all programs in the university. WAC sponsors workshops in the teaching of writing and offers opportunities for conversations between faculty in first-year writing and the disciplines as well as course-specific faculty development for RC 2001, Introduction to Writing Across the Curriculum. WAC is in its 5th year of sponsoring Writing Across Institutions, a conference on writing pedagogy for community college faculty.

## First Year Seminar

*Martha McCaughey, Faculty Coordinator*

[www.firstyearseminar.appstate.edu](http://www.firstyearseminar.appstate.edu)

First Year Seminar is a first year course in the General Education Program. Required of all new students, these seminars help students integrate knowledge and bridge concepts across academic disciplines through an interdisciplinary approach. These small classes are taught by experienced faculty who are committed to helping new students successfully transition to a four year university by developing creative and critical thinking abilities, cultivating effective communication skills, and introducing students to a variety of research tools and methods.

## First Year Seminar Policy for Transfer Students

Students who transfer to Appalachian State University with 0-29 semester hours and/or who enter Appalachian within one year of high school graduation will be required to take UCO 1200 (First Year Seminar) or its equivalent.

Students who transfer to Appalachian State University at least one year after high school graduation and who have 30 or more semester hours of transferable work will be exempted from the First Year Seminar requirement. This may result in a reduction of 3 semester hours in the general education requirements for each of these students. If a student completes all other graduation requirements and falls short of the minimum number of hours for graduation, they will be required to make up the shortage of hours by completing other coursework.

Students who have earned 60 or more semester hours at any combination of institutions will not be allowed to enroll in UCO 1200. If a student with 60 or more semester hours wishes to enroll and has a pedagogically sound reason for wanting to do so, she or he may request permission to enroll in UCO 1200 from the Office of General Education.

For students affected by this policy, the Office of Transfer Articulation will add to the record of transfer work a course of UCO MET with a grade of CR. UCO MET will serve as an equivalent to UCO 1200 for purposes of major declaration and enrollment in RC 2001 (Introduction to Writing Across the Curriculum).

# University College

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## Courses of Instruction - University College (UCO)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### UNIVERSITY COLLEGE (UCO)

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#### **UCO 1200. First Year Seminar (3).F;S.**

*GEN ED: First Year Seminar*

The First Year Seminar (UCO 1200) provides students with an introduction to the four goals of a liberal education at Appalachian State University. Specifically, students will practice (1) thinking critically and creatively and (2) communicating effectively. In addition, students will be introduced to the learning goals of (3) making local-to-global connections and (4) understanding responsibilities of community membership. (Global Learning Opportunity course)

While each First Year Seminar course engages a unique topic examined from multiple perspectives, each course also introduces students to a common set of transferable skills. As such, First Year Seminar facilitates student engagement with: fellow students, the university, the community, and the common reading; essential college-level research and information literacy skills; and the habits of rigorous study, intellectual growth, and lifelong learning.

Note: UCO 1200 or an equivalent "First Year Seminar" course (such as HON 1515, Freshman Honors Seminar, or WRC 1103, Investigations: Local) is required of all freshmen completing General Education requirements. It is also required of all transfer students with less than 30 semester hours of transferable work or who graduated from high school less than one year before their matriculation date. Transfer students with 30-59 semester hours of transferable work are eligible to enroll, but it is not required. Students with 60 or more earned hours are not eligible to enroll without permission from the Office of General Education.

#### **UCO 2530-2549. Selected Topics (1-4).On Demand.**

#### **UCO 3520 Instructional Assistance. (1). F;S.**

A supervised experience in the instructional process on the University level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing or permission of instructor. May be repeated for a total credit of three semester hours.

## Courses of Instruction - University Studies (US)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### UNIVERSITY STUDIES (US)

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#### **US 1001. College Success Seminar (2).F.**

This survey course provides opportunities to identify, discuss, and practice a variety of strategies to foster success in college, including information on campus resources and opportunities. Direct instruction in study strategies is combined with reflective activities on personal goals, interests, and learning preferences. Students may not earn credit for both US 1001 and US 1002.

#### **US 1002. Academic Strategies (3).SS.**

In addition to what is covered in US 1001, this course includes applied practice with study strategies, effective use of online resources for research and writing, academic integrity topics, and presentation skills. Students may not earn credit for both US 1001 and US 1002.

#### **US 1530-1531. Selected Topics (1-4).F;S.On Demand.**

#### **US 2000. Time Management in College (1).F;S.**

This class provides opportunities to identify and practice skills that college students use to set goals, manage time, keep up with assignments, take notes effectively, study efficiently, and manage procrastination.

#### **US 2001. Effective Study Skills (1).F;S.**

This course provides students with opportunities to identify effective and efficient ways to work with textbooks, master complex material, structure review sessions, and address different learning styles with a focus on the student's individual needs.

#### **US 2500. Independent Study (1-4).F;S.**

#### **US 3500. Independent Study (1-4).F;S.**

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## University College

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**US 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the University level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**US 3530-3549. Selected Topics** (1-4).F;S.On Demand.

**US 3800. International Study** (12).F;S.

A course title for Appalachian students studying abroad within an approved exchange program. Course title is restricted to students approved by the Director of International Programs. Students will complete courses overseas and transfer work into appropriate Appalachian credits within one semester upon return. May be repeated once. (MULTI-CULTURAL)

**US 4559. Wilderness Education Practicum** (4).F;S.

Through wilderness challenges supervised by an Outward Bound School or the Wilderness Center at the University, the student will have the opportunity to learn such skills as bicycle touring and rockclimbing or ski mountaineering and primitive caving. The goals of this course will be centered around encouraging self-awareness and personal responsibility, developing a sense of conscience and competence, stimulating awareness of nature and human relationships and integrating all aspects of one's personal life. Graded on an S/U basis.

# The College of Arts and Sciences

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## The College of Arts and Sciences

*Neva J. Specht, Interim Dean*

*Dru A. Henson, Associate Dean*

*Jennifer L. Burris, Interim Associate Dean*

*Tracie M. Salinas, Director of Secondary Education and Engagement*

The College of Arts and Sciences connects Appalachian State University to the tradition of the liberal arts. Faculty and staff in sixteen academic departments and three interdisciplinary programs spanning the Humanities, Mathematical, Natural and Social Sciences provide instruction and research essential to the University's mission. The breadth and depth of learning provided by the College are necessary for productive citizenship in a free society.

The College of Arts and Sciences serves all undergraduate students through general education courses; it also offers disciplinary and interdisciplinary programs at the undergraduate and graduate levels, combining liberal arts and professional education, with a special commitment to teacher education. Through innovative instruction, creative and collaborative scholarship, and engagement in professional activities, the faculty and staff foster the development of knowledge and skills essential to continued learning, success in careers and the attainment of advanced degrees.

The College encourages study in diverse local, regional, national, and international communities and seeks to cultivate the habits of inquiry, learning, and service among all of its constituents.

### Departments/Programs

The College of Arts and Sciences consists of the following academic units:

Anthropology	Fermentation Sciences Program	Philosophy and Religion
Biology	Geography and Planning	Physics and Astronomy
Chemistry	Geology	Psychology
Computer Science	Government and Justice Studies	Sociology
Cultural, Gender and Global Studies	History	Watauga Residential College
English	Languages, Literatures, and Cultures	
Environmental Science Program	Mathematical Sciences	

### Centers

The College of Arts and Sciences consists of the following centers:

Center for Appalachian Studies Program

Center for Judaic, Holocaust and Peace Studies

**NOTE:** *Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

### Watauga Residential College

The College of Arts and Sciences also contains the Watauga Residential College, a two-year residential program located in the Living Learning Center. The program is a distinctive, selective alternative general education program that fosters creativity and civic engagement through experiential, inquiry-based learning.

### Degrees Offered

The College of Arts and Sciences offers the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Science in Criminal Justice degrees. In cooperation with the Reich College of Education, it offers the Bachelor of Science degree with teacher licensure in English, French, History, Mathematics, Spanish, Biology, Chemistry, Geology, and Physics (leading to science education licensure).

To be admitted to the College of Arts and Sciences, a student must meet the following requirements to officially declare a major:

1. Completion of at least 30 semester hours
2. A grade-point average of at least 2.0
3. Credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course

A student who is a candidate for teacher licensure must meet the specified requirements for admission to the Reich College of Education.

### Bachelor of Arts Degree

To earn the Bachelor of Arts degree in the College of Arts and Sciences, a student must meet the following requirements:

1. Completion of at least 122 semester hours (128 for biology) with a minimum cumulative grade-point average of 2.0 and a



# The College of Arts and Sciences

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minimum major grade-point average of 2.0

2. Completion of general education requirements
3. Completion of six semester hours of intermediate or higher level foreign language
4. Completion of major requirements from one of the program areas listed below:

Anthropology	Gender, Women's & Sexuality Studies	History	Political Science
Biology	Geography	Interdisciplinary Studies	Psychology
Chemistry	Geology	Mathematics	Religious Studies
English	Global Studies	Philosophy	Sociology
French & Francophone Studies		Physics	Spanish

*Specific requirements for each department major preface the list of courses offered by the department. A candidate for the Bachelor of Arts degree may count no more than a total of 46 semester hours above general education requirements in any one discipline.*

5. Completion of a minor. Students seeking a minor in the Departments of Leadership and Educational Studies; or Reading Education and Special Education must receive prior permission from the Dean of the College of Arts and Sciences.
6. Electives to complete 122 semester hours (128 for biology). A minimum of two semester hours of electives must be outside the major discipline.
7. Completion of residency requirements
8. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

*Students pursuing the B.A. degree are advised to refer to the section in this Undergraduate Bulletin entitled "Credit Limitations" which apply to that particular degree.*

A candidate for the Bachelor of Arts degree may qualify for a teaching license by admission to professional education courses through the chair of the Department of Curriculum and Instruction and by completing all academic and professional education requirements for licensure.

## **Bachelor of Science Degree (without teacher licensure)**

To earn the Bachelor of Science degree in the College of Arts and Sciences, a student must meet the following requirements:

1. Completion of at least 122 semester hours (128 for biology) with a minimum cumulative grade-point average of 2.0 and a minimum major grade-point average of 2.0
2. Completion of the general education requirements.
3. Completion of major requirements from one of the program areas listed below:

Anthropology	Environmental Science	Mathematics
Biology	Fermentation Sciences	Physics
Chemistry	Geography	Political Science
Community & Regional Planning	Geology	Psychology
Computer Science	History	Sociology

*Specific requirements for each department major preface the list of courses offered by the department.*

4. Electives to complete 122 semester hours. A minimum of two semester hours of electives must be outside the major discipline.
5. Completion of residency requirements
6. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

## **Bachelor of Science Degree (with teacher licensure)**

To earn the Bachelor of Science degree with teacher licensure in the College of Arts and Sciences, a student must meet the following requirements:

1. Completion of at least 122 semester hours with a minimum cumulative grade-point average of 2.7 and a minimum major grade-point average of 2.0
2. Completion of the general education requirements
3. Completion of major requirements from one of the program areas listed below:

Biology	Geology
Chemistry	History
English	Mathematics
French and Francophone Studies	Physics
	Spanish

## The College of Arts and Sciences

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4. Admission to the Reich College of Education and completion of all professional education requirements
5. Electives to complete the required number of hours (122-128) for the degree. A minimum of two semester hours of electives must be outside the major discipline.
6. Completion of residency requirements
7. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

### Bachelor of Science in Criminal Justice Degree

To earn the Bachelor of Science in Criminal Justice (BSCJ) degree, the student must meet the following requirements:

1. Completion of at least 122 semester hours with a minimum cumulative grade-point average of 2.0 and a minimum major grade-point average of 2.0
2. Completion of general education requirements
3. Completion of a major consisting of 61 semester hours as specified and STT 1810. See the Department of Government and Justice Studies.
4. Electives to complete 122 semester hours. A minimum of 2 s.h. of electives must be outside the major discipline.
5. Completion of residency requirements
6. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

### Minors

The College of Arts and Sciences offers minors in the following program areas:

Africana Studies	French and Francophone Studies	Mathematics
Anthropology	Geography	Non-Profit Management
Appalachian Music	Geology	Philosophy
Appalachian Studies	Gender, Women's and Sexuality Studies	Physics
Arabic	German	Political Science
Astronomy	Gerontology	Psychology
Biology	Girls' Studies	Religious Studies
Chemistry	Global Studies	Russian
Chinese	History	Sociology
Community & Regional Planning	Interdisciplinary Studies	Spanish
Computer Science	Internet Studies	Statistics
Criminal Justice	Japanese	TESL/Applied Linguistics
English	Labor Studies	
Film Studies	LGBT Studies	

### Interdisciplinary Minors

#### Minor in Classical Civilizations (128/30.2201)

An undergraduate minor in Classical Civilizations consists of six courses (18 semester hours) and focuses on the culture and history of Greece and Rome. It is designed to introduce students to classics by utilizing a variety of approaches, including historical studies, mythology, languages, and philosophy.

The program of study is available at: [www.programsofstudy.appstate.edu/classical-civilizations-minor-128-2016-2017](http://www.programsofstudy.appstate.edu/classical-civilizations-minor-128-2016-2017)

#### Minor in Judaic, Holocaust and Peace Studies (126/30.2101)

A student may earn an undergraduate minor in Judaic, Holocaust and Peace Studies by successful completion of an interdisciplinary program of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/judaic-holocaust-and-peace-studies-minor-126-2016-2017](http://www.programsofstudy.appstate.edu/judaic-holocaust-and-peace-studies-minor-126-2016-2017)

#### Minor in Medieval Studies (131/30.1301)

A student may earn an undergraduate minor in Medieval Studies by successful completion of an interdisciplinary program of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/medieval-studies-minor-131-2016-2017](http://www.programsofstudy.appstate.edu/medieval-studies-minor-131-2016-2017)

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# The College of Arts and Sciences

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## Certificates

The College of Arts and Sciences offers certificates in the following program areas:

- Africana Studies
- Forensic Science
- Geographic Information Systems
- Global Connections

## Academic Advising

Academic advising for students in the College of Arts and Sciences is available in each of the departments in the college. Advising is required prior to registration for each semester and encouraged at other times. The College Advising and Support Services Hub (CASSH) of the Dean's Office is located in room 100 of I.G. Greer Hall. The CASSH office works to develop appropriate support services for students with majors in the College and for faculty and staff who work with these students. Undeclared students and students with majors in other Colleges are also provided with academic services related to classes offered within the College.

The CASSH office works closely with students and faculty in the College. CASSH staff certify graduation for students with majors in the College; provide graduation audits; assist students with special course processing, dropping and adding classes, overload requests, and student teaching certification; and provide academic information and advising support for students and faculty. Students are encouraged to become familiar with the services provided by this office beginning with their first semester in the College. More information can be found at: <https://cas.appstate.edu/students>

Although academic advising is provided for all student, the final responsibility for meeting requirements for graduation remains with the student. The CASSH staff send graduation audits to students via appstate email upon eligibility to apply or submission of application for graduation and encourages students to review this document thoroughly.

## Changing Majors/Minors

Students who wish to change, add, or delete a major, minor, or certificate program from the official record should obtain a Change of Program form from the College of the program to be changed. This form allows students to change majors, minors, or certificates; add additional majors, minors, or certificates; and delete majors, minors, or certificates. The form must be signed by the department chair for any addition of a major.

## Grade-Point Average Requirements for Graduation

To graduate, a minimum cumulative grade-point average of 2.0 is required. A minimum grade-point average of 2.0 is also required in the major. Included in the calculation of the major grade-point average are all courses taken in the major department, all courses in the approved program of study/contract/concentration, and all cognate courses. Teacher licensure programs require a 2.7 GPA from admission into a teacher education program to program completion, and for admission to student teaching. A "C" is required in each professional education course; however, the professional education courses are not included in the calculation of the major grade-point average.

## Internship Programs

The internships offered in the College of Arts and Sciences provide students with opportunities to learn outside of the regular classroom and to formulate career plans based on their experiences. Student interns earn academic credit toward their degrees. Internships offer realistic on-the-job experience and personal contacts with employers.

Agency or industry personnel, in close cooperation with faculty in the student's major department, provide internship instruction. The student's career interests are considered in arranging internship assignments and placements. In many majors and career-oriented concentrations, an internship is required in the course of study; in others, the internship is available as an elective.

Students seeking further information and requirements should contact their major advisor or their departmental chair.

## Preprofessional Programs

Appalachian State University provides students with preparation for professional training in other institutions. Some preprofessional programs (law, medicine, dentistry and theology) are four year programs and lead to a Bachelor of Arts or a Bachelor of Science degree from Appalachian; others (engineering, forestry, and pharmacy) are one or two year programs and prepare students for pursuit of a degree to be granted by the professional school. Whatever program students select, they are urged to consult professional school catalogs and to work closely with the appropriate advisors at Appalachian.

## Law

Law schools require a bachelor's degree (B.A. or B.S.) but, in most cases, no specific selection of courses. Advisors can help students plan a curriculum most likely to prepare them for the study of law. Usually students do not specialize during a regular law school

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## The College of Arts and Sciences

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program, but are expected to establish a solid foundation of legal knowledge upon which they may build a special practice. Academic areas with materials especially relevant to the study of law are business, communication, criminal justice, economics, English, history, philosophy, political science, psychology and sociology. Pre-law students are encouraged to participate in the forensics program as part of their extracurricular activity. Advisor: Dr. Mariam Williams, Department of Government and Justice Studies.

### Ministry and Theology

Most seminaries and schools of divinity require a bachelor's degree, but in many cases they do not require specific course work. The best preparation for theological studies is to acquire a strong liberal arts education taking courses in religious studies and courses related to religious studies, history, and philosophy.

In working with their advisor at Appalachian, students can develop a curriculum suited to the seminary and speciality of their choice. Majors in Religious Studies and Philosophy, that include a program of study that seeks to understand the phenomenon of humanity from as many perspectives as possible, are highly recommended. Pre-theological students should be aware of the increasing variety of theology-related professions available to them.

Contact the Chair of the Department of Philosophy and Religion for further information.

### Medicine and Dentistry

All medical and dental schools require at least three years of satisfactory undergraduate work and most give preference to candidates holding a bachelor's degree. The catalog from the school selected should be consulted and an individual program designed with the help of an advisor to prepare the student for both specific admission requirements and the Medical College Admission Test. In general, solid work in the humanities plus a core of courses such as the following are recommended:

BIO 1801, BIO 2001, BIO 2400, BIO 2410, BIO 3301, BIO 3308, BIO 3800

CHE 1101, CHE 1110 and CHE 1102, CHE 1120; CHE 2201, CHE 2203 and CHE 2202, CHE 2204; CHE 4580

MAT 1025, MAT 1110, MAT 1120; STT 2810

PHY 1103-PHY 1104 or PHY 1150-PHY 1151

PSY 1200

Students should begin taking chemistry during the freshman year. Medical and dental schools will look at the overall quality of performance, not just achievement in science. Interested students should contact Ms. Celeste Crowe, Director of the Health Professions Advising Office.

### Engineering

The Department of Physics and Astronomy offers two separate pre-engineering programs and advises students interested in engineering. In addition, the Department offers dual-degree programs with Auburn University and Clemson University.

#### *The North Carolina University System Pre-Engineering Program*

The North Carolina System Pre-Engineering Program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte. Pre-engineering students in this program take the following courses during their first year at Appalachian with the goal of transferring to an engineering school for their second and subsequent years:

MAT 1110, MAT 1120

PHY 1150

CHE 1101, CHE 1110

CS 1440

RC 1000

Other recommended courses (certain of these may be required for some engineering disciplines) include:

PHY 1151, 2010-PHY 2020

CHE 1102, CHE 1120

ECO 2030

RC 2001

MAT 2130, 3130

PHL 3600

Students who plan to enter the pre-engineering program or who desire to develop a pre-engineering program for another university are strongly urged to consult with an advisor in the Department of Physics and Astronomy.

#### *Dual-degree Engineering Programs with Auburn University and Clemson University*

Dual-degree programs are now offered in cooperation with Auburn University and Clemson University which permit students to

## The College of Arts and Sciences

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attend Appalachian for three years and either Auburn or Clemson University for approximately two years. After finishing one of the programs, students will receive two degrees: a BS in Applied Physics from Appalachian and a BS from the engineering school.

Study during the first three years includes course work in mathematics and the sciences and also courses chosen to meet Appalachian's general education requirements. These courses plus two semesters of courses taken at Auburn or Clemson will be counted towards fulfilling the requirements for a baccalaureate degree from Appalachian.

Upon completion of this dual-degree program, the graduate is awarded a baccalaureate degree from Appalachian and an engineering bachelor's degree from either Auburn University or Clemson University.

Dual-degree candidates from Appalachian are eligible to seek a bachelor's degree from Auburn University in aerospace engineering, aviation management, chemical engineering, civil engineering, electrical engineering, industrial engineering, materials engineering, mechanical engineering, textile chemistry, textile engineering and textile management.

Dual-degree candidates from Appalachian are eligible to seek a bachelor's degree from Clemson University in ceramic engineering, civil engineering, engineering analysis, electrical engineering, industrial engineering and mechanical engineering.

### *Double-degree Programs with North Carolina State University*

A double-degree program is also in place with North Carolina State University in Material Science and Engineering which will lead to granting two degrees: a BS in Physics at Appalachian State University and a BS in Materials Science and Engineering at North Carolina State University. The curriculum at Appalachian State university consists of 98-99 hours taken at Appalachian State University during a period of three years and a minimum of nine semester hours of General Education Courses and 15 hours of major courses that are transferred from North Carolina State University. The curriculum at North Carolina State University will consist of at least 126 hours consisting of at least 60 hours taken at North Carolina State University and additional hours transferred from courses taken at Appalachian State University. Interested students should meet with the double degree program director as early as possible to determine the particular courses to be taken at both Appalachian State University and at North Carolina State University.

For additional information, contact Dr. Michael Briley, Department of Physics and Astronomy.

### **Forest Resources**

Students who are interested in forest resources can complete many of the prerequisite courses at Appalachian and then transfer to North Carolina State University or to another university offering the degree. Students should make early contact with schools in which they are interested to obtain the requirements for admission to a specific program or concentration. In general, students might expect to take the following courses (requirements vary depending upon the program):

RC 1000, RC 2001  
MAT 1025, MAT 1110, MAT 1120  
CHE 1101, CHE 1110 and CHE 1102, CHE 1120  
BIO 1801 and/or BIO 2000  
PHY 1103-PHY 1104  
COM 2101  
ECO 1010 or ECO 2040 PE (four hours)  
Humanities and social sciences (12 hours)  
Electives (six hours)

For additional information, contact Dr. Zack Murrell, Department of Biology.

### **Pharmacy**

Students who wish to pursue a career in pharmacy may complete the pre-pharmacy requirements at Appalachian; students may then seek admission to a school of pharmacy (in North Carolina, four schools offer pharmacy degrees: Campbell University, UNC-Chapel Hill, High Point University and Wingate University). Each School of Pharmacy has its own specific requirements and a student considering pharmacy must make early contact with the Schools of Pharmacy in which they are interested to obtain current pre-pharmacy requirements for admission into their programs. In general the requirements of the traditional two-year pre-pharmacy program will normally include four courses in chemistry (including two semesters of organic chemistry), one or two courses in mathematics including calculus, two courses in biology (with at least one course beyond the introductory level), one or two courses in physics, and general education courses, including two English courses and a history course. (UNC-Chapel Hill also requires completion of three semesters of college-level foreign language).

The Director of the pre-health advising office maintains information on the requirements for various Schools of Pharmacy in the state and region, and the Pharmacy College Admissions Test (PCAT) scores are requested by most pharmacy schools as part of the admission application. Because of the variety of course requirements, admission procedures and rigorous admission standards, early contact with the departmental pre-pharmacy advisor and the Director of the pre-health advising office is strongly recommended. Director of pre-health advising office: Ms. Celeste Crowe; Chemistry Department's advisor: Dr. Claudia Cartaya-Marin.

## Department of Anthropology (ANT)

*Timothy J. Smith, Chair*

*Jon H. Carter*

*Christina Sornito Carter*

*Linda J. Jencson*

*Eric I. Karchmer*

*Larry R. Kimball*

*Susan M. Lappan*

*Diane P. Mines*

*Dana E. Powell*

*Colin P. Quinn*

*Gregory G. Reck*

*Gwen Robbins Schug*

*Thomas R. Whyte*

*Alice P. Wright*

The Department of Anthropology is committed to a comparative and holistic approach to the study of the human experience. The anthropological perspective provides a broad understanding of the origins as well as the meaning of biological and cultural diversity in the world--past, present, and future. As such, the program in anthropology offers the opportunity for understanding world affairs and problems within the total context of the human experience and for constructing solutions to world problems which are firmly grounded in that context. Specifically, the department offers: (1) students of all disciplines the opportunity to deepen and broaden their knowledge of humankind and of themselves; (2) a strong preparation for graduate study in anthropology; and (3) an academic and practical background for those who wish to apply the anthropological perspective in a wide range of professional careers, such as social services, international aid and development, medical research, human resources, law, marketing, education, forensics and archaeology.

### **The Bachelor of Arts degree in Anthropology (202\*/45.0201) with a concentration in Archaeology (202D)**

This concentration immerses students in the content, methods, theory, and practice of archaeology, offering specialized courses that engage undergraduate students in archaeological research and that prepare them for graduate programs in Archaeology and employment in Cultural Resource Management and Museum Studies.

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-ba-archaeology-202d-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-ba-archaeology-202d-2016-2017)

### **The Bachelor of Arts degree in Anthropology (202\*/45.0201) with a concentration in Social Practice and Sustainability (202E)**

This concentration offers students the opportunity to actively engage with anthropological theory, method, and practice aimed at the positive transformation of our common social and environmental worlds.

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-ba-social-practice-and-sustainability-202e-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-ba-social-practice-and-sustainability-202e-2016-2017)

### **The Bachelor of Arts degree in Anthropology (202\*/45.0201) with a concentration in Sociocultural Anthropology (202F)**

This concentration provides students with the content, methods, and theory needed to gain a deep understanding of social and cultural practices across geographic regions, and offers specialized courses on the anthropology of politics, medicine, interpretation, environment, social justice, religion, and in the production of knowledge..

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-ba-sociocultural-anthropology-202f-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-ba-sociocultural-anthropology-202f-2016-2017)

### **The Bachelor of Science degree in Anthropology (non-teaching) (201A/45.0201)**

This concentration allows students to craft an individual career-oriented multidisciplinary concentration on top of a foundational set of courses in Anthropology.

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-bs-201a-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-bs-201a-2016-2017)

### **The Bachelor of Science degree in Anthropology (non-teaching) (201\*/45.0201) with a concentration in Biological Anthropology (201C)**

This concentration immerses students in the study of humans and non-human primates from a biological and evolutionary perspective, and offers theory and methods courses on skeletal analysis, human evolution, biocultural adaptation, paleontology, forensics, ecology, and primate conservation and behavior

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-bs-biological-anthropology-201c-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-bs-biological-anthropology-201c-2016-2017)



## **The Bachelor of Science degree in Anthropology (non-teaching) (201\*/45.0201) with a concentration in Archaeology (201D)**

This concentration immerses students in the content, methods, theory, and practice of archaeology, offering specialized courses that engage undergraduate students in archaeological research and that prepare them for graduate programs in Archaeology and employment in Cultural Resource Management and museum work.

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-bs-archaeology-201d-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-bs-archaeology-201d-2016-2017)

**A minor in Anthropology (201/45.0201)** consists of 18 semester hours in anthropology.

The program of study is available at: [www.programsofstudy.appstate.edu/anthropology-minor-201-2016-2017](http://www.programsofstudy.appstate.edu/anthropology-minor-201-2016-2017)

**A minor in Evolutionary Anthropology and Primatology (202/45.0201)** consists of 15 semester hours in anthropology courses focusing mostly on primatology and/or evolutionary anthropology.

The program of study is available at: [www.programsofstudy.appstate.edu/evolutionary-anthropology-and-primatology-minor-202-2016-2017](http://www.programsofstudy.appstate.edu/evolutionary-anthropology-and-primatology-minor-202-2016-2017)

## **Honors Program in Anthropology**

The Department of Anthropology offers honors courses at all levels. Honors sections in most courses are made available on request or by contract. On occasion, special honors courses (ANT 1510, ANT 2510, ANT 3510) may be offered to students who have distinguished themselves. Students who successfully complete six hours of honors courses and have earned at least a 3.45 GPA in anthropology are eligible to take ANT 4510, Senior Honors Thesis. Students who complete nine hours of honors work, including ANT 4510, will graduate with "honors in anthropology." Students must earn a grade of 'B' or higher on all honors coursework taken to fulfill any honors requirements.

## **Courses of Instruction in Anthropology (ANT)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### ANTHROPOLOGY HONORS (ANT)

**ANT 1510. Freshman Honors Colloquium (3).**F;S.

Study of selected topics in general anthropology. Enrollment by invitation of the department or by application.

**ANT 2510. Sophomore Honors Colloquium (3).** On Demand.

Study of selected topic(s) in anthropology, encouraging independent scholarship through reading, writing and discussion. Enrollment is by invitation or application.

**ANT 3510. Juniors Honors Colloquium (3).** On Demand.

Seminar on a selected topic in anthropology. Enrollment is by invitation of the department, or by application.

**ANT 4510. Senior Honors Thesis (3).**F;S.

*GEN ED: Capstone Experience*

Independent study and research, directed by a Department of Anthropology faculty member and evaluated by a department committee. Prerequisites: ANT 2215, 2221, 2230; either ANT 3220, 3600, or 3625; successful completion of 6 hours Anthropology honors courses, a 3.45 GPA in Anthropology and approval of thesis topic by departmental honors committee.

### ANTHROPOLOGY (ANT)

**ANT 1415. Understanding Culture (3).**F;S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "From Empire to Globalization")*

This course explores the diversity and unity of human experience through the lens of cultural anthropology. Using case studies and other texts, students will gain familiarity with different cultural worlds. As they do so, they will be asked to think critically about their own cultural ideas and actions, to reflect on problems facing humanity in the contemporary world, and to understand the various ways in which they are historically and socially connected to other people in other places.

**ANT 1420. Archaeology and the Human Past (3).**F;S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "How We Know What We Know About the Past: Method, Evidence, Knowledge")*

An introduction to the human past through the scientific process of archaeology. Controversial issues discussed may include human

evolution, the fate of the Neandertals, peopling of the Americas, and the cycling of state-level societies. Ultimately, lessons from the past are considered in light of contemporary human issues.

**ANT 1430. Our Primate Heritage** (4).F;S.

*GEN ED: Science Inquiry Perspective (Theme: "Life, Earth, and Evolution")*

This course examines humans within an evolutionary and biocultural perspective. Students will be introduced to classic and contemporary literature on topics in human evolution and will have the opportunity to make their own observations and analyses within the laboratory. We will explore theoretical frameworks and controversies about important issues such as the nature of science, human variation, and the relationship between humans and our environment. Students will become familiar with evolutionary theory and heredity, primate evolution and basic comparative anatomy, and the fossil record of human evolution. Lecture three hours, laboratory two hours.

**ANT 1530-1549. Selected Topics** (1-4). On Demand.

An opportunity to study a special topic or a combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

**ANT 2100. East Asia Through Ethnography** (3).S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course explores both the shared cultural practices and diverse social experiences of peoples across East Asia (China, Korea, Japan, Taiwan, Mongolia). Drawing on ethnographic writings and primary accounts by indigenous scholars, this course will explore a range of topics, including the family and religion, ethnic and political relations, gender and bodily practices, war and revolution, economic development and migrant labor, as well as other contemporary issues or special topics. (Global Learning Opportunity course)

**ANT 2215. Cultural Anthropology** (3).F;S.

The course consists of a critical introduction to fundamental ethnographic concepts, theories, methods, textual representations, and contemporary issues and debates encompassed by the sub-discipline of cultural anthropology.

**ANT 2221. Archaeology** (3).F;S.

The scientific study of the unwritten record of the human past. Archaeological theory, methods, and techniques are introduced to illustrate how and why archaeologists study past human life and behavior and explain past human cultural variation.

**ANT 2222. The Living Primates** (3).F.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "War and Peace")*

In this course, students will be introduced to the diversity, evolution, biology, and behavior of the extant nonhuman primates, including lemurs, lorises, tarsiers, monkeys, and apes, through lectures, films, readings, discussions, and laboratory exercises.

**ANT 2230. Biological Anthropology** (3).F;S.

Biological anthropology is the study of primate biology within an evolutionary framework. Topics include evolutionary theory, heredity, the evolution and behavior of living and fossil primates, and an examination of the evolutionary story of *Homo sapiens*.

**ANT 2235. North American Archaeology** (3).F.

*GEN ED: Social Science Designation; Liberal Studies Experience*

A general survey of lifeways in North America before white contact as known through archaeological information. Basic archaeological concepts and a brief discussion of the history of North American archaeology will be presented. Topical emphases include the prehistory of Alaska, the Northwest Coast, the Southwest, Plains, Great Basin, Midwest, and the Eastern United States. This course logically precedes ANT 2400, Native America Through Ethnography.

**ANT 2300. Meso American Cultures** (3).F.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Las Americas")*

Introduction to the cultures and peoples of Mexico, Belize, Guatemala, and Honduras. Readings and lectures will focus on language, art, and political economy as vehicles for the expression of beliefs. (Global Learning Opportunity course)

**ANT 2310. Appalachian Culture** (3).F.

A cultural survey of rural and urban Appalachia. A brief history of the region is followed by a discussion of the contemporary social, economic, political, and cultural characteristics of the people. The impact of processes of change, including migration, urbanization, industrialization, and resource exploitation, are explored.

**ANT 2330. Neandertals (3).F.Alternate years.**

This course studies *Homo sapiens neanderthalensis* from a paleoanthropological perspective. Based on recent DNA evidence, Neandertals are currently considered to be a subspecies of *Homo sapiens sapiens*. Yet they are still largely mischaracterized and remain

something of an enigma – why is this? Why did Neandertals disappear so quickly as *Homo sapiens sapiens* spread throughout the world between 50,000–30,000 years ago even though they had successfully survived very cold pulses of the Late Pleistocene 200,000 years ago or more? This course examines the adaptation of Neandertals from biological, technological, social, and ecological evidence in order to answer these and other related questions.

**ANT 2400. Native America Through Ethnography (3).F.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

The course investigates current American Indian societies and issues. Students will read recent ethnographies written by and about Native peoples that bring attention to critical issues such as nation-building, citizenship, identity, material culture, and sociopolitical movements. The course includes an overview U.S. Indian policy since contact, providing the historical context for understanding contemporary issues facing Native Nations today.

**ANT 2420. Gender, Race and Class (3).F;S.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

An anthropological study of gender, social class, ethnicity, race and sexuality as cultural categories with a variety of meanings. Systems of inequality and the ways in which these categories are used to limit access to economic wealth, power, and prestige are analyzed in a global context. (Global Learning Opportunity course)

**ANT 2430. Magic, Witchcraft and Religion (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

A cross-cultural study of the nature and functions of belief systems. Emphasis is placed on understanding the belief systems of non-Western cultures in order to provide a means through which our own beliefs can be better understood. A variety of anthropological and psychological approaches to the study of belief systems are used. (Global Learning Opportunity course)

**ANT 2500. Independent Study (1-4).F;S.**

**ANT 2530-2549. Selected Topics (1-4). On Demand.**

An opportunity to study a special topic or a combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

**ANT 2600. Southwest Field Experience (3).On Demand.**

Southwest Field Experience includes an eleven day field trip to study the anthropology of the southwestern United States. This includes visiting the Hopi, Zuni and Navaho reservations where we observe the living Indian people. Also we visit several important archaeological sites which represent the ancestors of the above tribes. A minimum of six weeks of three hour preparatory classes are required prior to the trip.

**ANT 2700. South Asia Through Ethnography (3).S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course explores human life in South Asia (India, Pakistan, Bangladesh, Nepal, Sri Lanka) through ethnographic and culture-historical accounts by anthropologists and others. Attending to both similarities and differences among South Asian peoples, the course offers breadth through a survey of general topics (family, religion, caste, gender, colonialism, politics, etc.) as it also scrutinizes in depth a specific topic of contemporary concern, such as untouchability, ethnic strife, religious nationalism, postcolonialism, the South Asian diaspora, or globalization. (Global Learning Opportunity course)

**ANT 2800. Latin America Through Ethnography (3).F.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course offers a critical examination of recent and well-received ethnographies on the cultures and regional histories of Latin America (Guatemala, Mexico, Bolivia, Peru, Ecuador, and Chile) with the hope that by taking a multi-framed approach to reading and discussing these contributions, we may better understand both the similarities and differences Latin America has with other world areas. Topics to be discussed include tourism, development, indigenous activism, democracy, transnationalism, violence, performance, health, citizenship, and social movements. (Global Learning Opportunity course)

**ANT 3120. Field Archaeology (3-6).SS.**

An introduction to methods and techniques of archaeological site survey, mapping, and excavation. Students participate in fieldwork on one or more actual archaeological sites. Prerequisite: ANT 2221 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ANT 3200. Zooarchaeology (3).S.**

Trains students in the identification and analysis of animal remains (primarily bone and shell) recovered from archaeological sites. Students are provided the opportunity to learn the major bones of vertebrates and the hard anatomy of invertebrates and how to

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identify several species by their distinctive bones or shells. Various approaches to the quantification and analysis of archaeofaunal data are explored. Lecture two hours, laboratory two hours. Prerequisite: ANT 2221 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ANT 3220. Human Biological Variation (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course provides a survey of theoretical frameworks in biological anthropology, beginning with an examination of the history and development of evolutionary theory, the modern synthesis, and the "New Physical Anthropology." Feminist critiques, objections to the adaptationist program, and the development of biocultural approaches to human biology will be examined and applied to the study of patterns and processes in human evolution. Issues to be addressed in this course include the evolution of primate life histories, the origin of modern human biological variation, human reproduction, and evolutionary medicine. Prerequisite: RC 2001 or its equivalent.

**ANT 3250. Archaeological Laboratory Methods (3).F.**

Trains students in the processing and analysis of materials recovered from archaeological sites such as artifacts, ecofacts, and sediment samples. Numerical data are produced and analyzed using computer data base systems. Lecture two hours, laboratory two hours. Prerequisite: ANT 2221. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ANT 3260. Microscopy in Archaeology (3).S.Alternate years.**

Students will learn how to use an array of microscopic instruments (stereomicroscopy, metallurgical microscopy, and digital microscopy) to identify, record, and interpret attributes of lithic, faunal, and ceramic artifacts related to manufacture, use, or decoration. Archaeological and experimental specimens will be microscopically inspected to differentiate raw materials, lithic use-wear traces, cutmarks on bones, surface decoration of ceramics, etc. Following contemporary procedures in archaeological science, these observations will be integrated in a proper analytical manner in order to prepare technical reports on the same.

**ANT 3270. Archaeology of the Native South (3).S.Alternate years.**

An introduction to the prehistory of the Southeastern United States, from Pleistocene migrations to North America to contact with European colonizers. Emphasizes current research trends in the region, including indigenous economies, politics, and religion, and the various ways in which archaeologists tackle these subjects for the Archaic, Woodland, and Mississippian periods.

**ANT 3300. Human Osteology (3).F.**

This course is designed to provide students with an in-depth knowledge of the human skeleton and dentition. We will examine bones and teeth as dynamic elements that grow, develop, and degenerate throughout the lifespan. Topics covered include bone and tooth biology, micro-structure, and gross anatomy including important features and landmarks of each element. Prerequisite: ANT 2230 with a grade of "C" or higher.

**ANT 3305. Forensic Anthropology (3).F.Alternate years.**

This course provides students with a broad overview of the field of forensic anthropology - its history, theory, method, and practice. Forensic anthropology is the application of anthropological science to medico-legal questions. This discipline is important for legal and humanitarian reasons and the curriculum will cover case studies that illustrate the ethical and human rights implications of its application. The course will also cover the history of the discipline, practical aspects of identification (sex, ethnicity, age, stature, body mass, and other identifying characteristics in the human skeleton), and forensic anthropological perspectives on pathology and trauma. Students will complete lab assignments and case reports designed to lead to basic proficiency in forensic anthropology.

**ANT 3320. Primatological Field Methods (3).On Demand.**

An introduction to the planning, conduct, and presentation of scientific research in the field of primatology. This course will familiarize students with field methods used in primate ethology and tropical ecology (including field and laboratory methods), and students will receive hands-on field research training in field methods used in habitat and trail mapping, primate censuses and surveys, collection of behavioral data, collection of botanical data, and monitoring of ecological variables. Each student will design and conduct, and present an independent research project on a topic of their choice related to primate behavior and ecology. Course may be taught as a field course in Costa Rica, Indonesia, or other primate habitat countries.

**ANT 3350. Primate Behavior and Ecology (3).On Demand.**

An examination of primate behavioral adaptations and the relationships among environmental variables, primate morphology, and behavior. Relevant theoretical developments in ecology and evolution will be introduced, and classic and recent texts in primatology will be discussed. Topics include tropical forest ecology, interspecific interactions, primate diets and feeding adaptations, habitat preferences, ranging patterns, positional behavior, social organization and mating systems, communication, and conservation biology.

**ANT 3405. Quantitative Methods in Anthropology (3).F.Alternate years.**

An introduction to how computers, quantitative methods, and anthropological data are used to address anthropological questions.

The course focuses on hands-on learning in: basic personal computer operations, the Internet, probability theory, data base management, sampling, research design, categorical analysis, linear regression, correlation, and exploratory data analysis. Students will work with original archaeological, bioanthropological, and cultural data on personal computers. Prerequisites: 6 semester hours in anthropology and STT 2810 or STT 2820. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ANT 3410. Ethnographic Methods (3).F.**

An introduction to the art of fieldwork in anthropology, and the methods and practices of research used by anthropologists to create ethnographic works in written, visual, and aural formats. Research design, proposal writing, and research ethics are given special attention.

**ANT 3420. Women and Gender in Anthropology (3). On Demand.**

Examination of feminist theoretical issues concerning women and gender cross-culturally, such as feminist perspectives on the cultural construction of gender, relations of production and of reproduction, and gender as a central analytic category. Based in ethnographic information from foraging, tribal, and state societies.

**ANT 3500. Independent Study (1-4). F;S.**

**ANT 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**ANT 3530–3549. Selected Topics (1-4). On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

**ANT 3600. Archaeological Theory (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

Explores the history of archaeological thought since the eighteenth century (including evolution, cultural history, and processualism) and concludes with contemporary theory (postprocessualism and feminism). Participation in internet archaeological activities will supplement coursework and readings. Prerequisites: ANT 2221; and RC 2001 or its equivalent.

**ANT 3610. Anthropology of Environmental Justice (3).F.Alternate years.**

An introduction to the Environmental Justice movement using an anthropological perspective, which considers Environmental Justice as a social movement and a body of critical scholarship. Environmental Justice offers a framework for examining human rights and ecological health in the contemporary world, making connections between race, ethnicity, gender, poverty, power, and environmental problems. Students will look at case studies from North Carolina while also taking a comparative perspective through international case studies.

**ANT 3620. Political Ecology and Sustainability (3).S. Alternate years.**

An introduction to the interdisciplinary field of political ecology as an important critical approach in contemporary anthropology. The course uses in-depth examples to understand how current global issues like sustainability, conservation, and land management regimes can be critically engaged through the lenses of history and power. Students in the course will study several political ecology ethnographies to deepen their critical awareness of past and present struggles over land use, natural resources, and other embattled human-environment relationships.

**ANT 3625. History of Anthropological Ideas (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

A critical examination of the most influential ideas and theories in anthropology from the 19th century to contemporary theoretical schools, viewed in historical context. Changing conceptions of research strategies, research questions, and modes of explanation, as they relate to developing ideas about the nature of anthropology and human culture, are explored. Prerequisite: RC 2001 or its equivalent.

**ANT 3630. Epistemology and Praxis (3).S.**

Representation and the epistemological problems inherent to it are key anthropological problems of the 21st century. Instead of studying identifiable, rooted communities, anthropologists have turned their attention to the rhetorical construction underpinning the very ideas and practices sustaining the experiences of rootedness and group identity. In a world marked more than ever by the politics of identity, access to resources is often predicated on establishing a clear membership in recognizable groups. This seminar will offer students a critical understanding of the construction of 'truth' which bolsters or provides obstacles to claims of membership

and includes a discussion of the precarious nature of engagement which disrupts the balance between academic rigor and solidarity.

**ANT 3635. Political Anthropology (3).S.**

This course brings an anthropological lens to bear on the study of politics as practiced by cultures around the world with a special focus upon the topic of democracy. While much scholarship has addressed the more formal aspects of so-called "democratic transitions" (e.g. regime shifts, political parties and formal political institutions), only recently has scholarly attention in anthropology turned to considerations of lived experiences and the contingent nature of political subjectivities borne out in contemporary societies. Case studies are drawn from a range of contemporary theorizations of democracy and related concepts such as globalization, transnationalism, citizenship, economic development, and identity politics.

**ANT 3640. Language and Culture (3). On Demand.**

An overview of the complex relations between language, culture, and society as conceived by linguists and anthropologists. The course takes both an historical and an ethnographic approach to language, and involves close readings of theoretical works on language as well as comparative, cross-cultural readings in the ethnography of speaking.

**ANT 3660. Medical Anthropology (3).F.**

An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the empirical basis for folk medicine and alternative forms of therapy.

**ANT 3670. Economic Anthropology (3).S.**

This course examines the material dimensions of social life from several theoretical perspectives: formalist, substantivist, Marxist, and contemporary forms of political economic analysis. It also surveys past and current forms of production, distribution and consumption, including ongoing efforts to establish economic alternatives to global capitalist development.

**ANT 3680. Environmental Anthropology (3).S. Alternate years.**

This course explores how anthropologists understand the human and cultural dimensions of environmental problems. Or, to put it another way, the intersection of nature and culture. Environmental anthropologists examine how different sociocultural groups – from hunter-gatherers in the Amazon to rangers in national parks in the United States – have conceptualized, categorized, valued, and acted upon the non-human world. We will explore theories, methods, and applications of environmental anthropology. The field examines issues of vital concern today: how humans shape and are shaped by our surroundings.

**ANT 3800. Ethnographic Writing and Video (3).On Demand.**

The general purpose of this course is to explore the nature of ethnographic representation and alternative approaches to writing. In order to accomplish this, the course will focus on three main activities: (1) reading of some current critiques and analyses of ethnographic representation; (2) reading different forms of ethnographic writing by others, including realist, confessional and impressionist tales and viewing and critiquing select ethnographic videos; and (3) writing different forms of ethnographic writing.

**ANT 3810. Engaging Anthropology (3).S.**

This course prepares anthropology majors for internship experiences or other similar kinds of practicums locally and/or abroad. To that end, this course covers theories, methods, and politics of anthropological engagement in and beyond the University. Students will explore the range of modalities of engagement discussed in current anthropological literature, such as "public," "engaged," "activist" and "collaborative" research. Students will create personalized portfolios relevant to their individual internship/praxis goals.

**ANT 3940. Ethnographic Field School (2-6). On Demand.**

Students will be immersed in a particular cultural context and learn to use standard ethnographic techniques to analyze and interpret the culture. Each student will live in a local community, participating in its daily activities. There will be instruction in the use of qualitative methods, such as observation, mapping, genealogies and life histories, formal interviewing, and cultural domain analysis. A research paper on a topic selected in consultation with the instructor will be required. Prerequisite: ANT 2215 or permission of the instructor.

**ANT 3950. Field Methods in Linguistics (3).On Demand.**

In this course, students will have the opportunity to learn methods in language documentation and analysis, and will construct their own description of the language from scratch, through direct elicitations from a native-speaker consultant, in addition to testing previously created field grammars and associated lexicon. The course is structured to provide students with a hands-on experience in collecting, processing, and analyzing linguistic data for the purposes of language documentation and description. By the end of the course, participants will have become familiar—not just with the structure of an unfamiliar language—but also with the basic methodologies of linguistic fieldwork (elicitation and text analysis).

**ANT 4225. Meaning (3).F.**



Culture is often described generally as a system of shared meanings. Using semiotic and existential-phenomenological approaches in anthropology, this seminar will look not so much at WHAT the meanings are that people may share, but rather at the WAYS in which meanings are conveyed, silenced, changed, and imagined by human beings in their cultural contexts.

**ANT 4230. Magic and Modernity (3).S.**

Modernity is often characterized by a constellation of features such as rationality, objectivity, linear time, bureaucracy, and progress. Anthropology arose as a discipline of modernity. Yet many of the worlds that anthropologists study are enchanted worlds where the dead speak, ghosts act, and magic works. This seminar analyzes what happens when modernity meets such enchanted modes of human existence and explores how anthropology might grapple with the problem of using rational methods to understand magical worlds. Students who have previously received credit for ANT 4231 may not enroll in or receive credit for ANT 4230.

**ANT 4231. Capstone: Magic and Modernity (3).On Demand.**

*GEN ED: Capstone Experience*

Modernity is often characterized by a constellation of features such as rationality, objectivity, linear time, bureaucracy, and progress. Anthropology arose as a discipline of modernity. Yet many of the worlds that anthropologists study are enchanted worlds where the dead speak, ghosts act, and magic works. This seminar analyzes what happens when modernity meets such enchanted modes of human existence and explores how anthropology might grapple with the problem of using rational methods to understand magical worlds. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and 3625. Students who have previously received credit for ANT 4230 may not enroll in or receive credit for ANT 4231.

**ANT 4240. Politics of Ethnicity (3).F. Alternate years.**

The history and experiences of indigenous groups have long captured the interest and commitment of anthropologists. Recently, studies have focused on indigenous movements and declarations made in reaction to both state-making processes and neoliberal restructuring reforms of the twentieth-century and beyond. Anthropologists have framed their interpretations and understandings of these movements with attention paid to various topics including power, representation, domination and resistance, hegemony, state-making processes, citizenship, organizing, and performance. This seminar will introduce students to numerous case studies with which they will gain an understanding of the cultural and historical foundations from which are built indigenous movements and their particular strategies. Students who have previously received credit for ANT 4241 may not enroll in or receive credit for ANT 4240.

**ANT 4241. Capstone: Politics of Ethnicity (3).F. Alternate years.**

*GEN ED: Capstone Experience*

The history and experiences of indigenous groups have long captured the interest and commitment of anthropologists. Recently, studies have focused on indigenous movements and declarations made in reaction to both state-making processes and neoliberal restructuring reforms of the twentieth-century and beyond. Anthropologists have framed their interpretations and understandings of these movements with attention paid to various topics including power, representation, domination and resistance, hegemony, state-making processes, citizenship, organizing, and performance. This seminar will introduce students to numerous case studies with which they will gain an understanding of the cultural and historical foundations from which are built indigenous movements and their particular strategies. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and 3625. Students who have previously received credit for ANT 4240 may not enroll in or receive credit for ANT 4241.

**ANT 4245. Hegemony and Power (3).S.**

This seminar focuses on the lasting impact that Antonio Gramsci and Michel Foucault have had on the thinking of cultural anthropologists, particularly in relation to the way in which various institutions, knowledge practices, and power come together to shape the relationship between the individual and larger society. In this seminar, students will read directly from their work, and from the work of scholars influenced by them, in order to gain a working knowledge of the ideas and writings of these foundational thinkers as they relate to anthropology. Students who have previously received credit for ANT 4246 may not enroll in or receive credit for ANT 4245.

**ANT 4246. Capstone: Hegemony and Power (3).S.**

*GEN ED: Capstone Experience*

This seminar focuses on the lasting impact that Antonio Gramsci and Michel Foucault have had on the thinking of cultural anthropologists, particularly in relation to the way in which various institutions, knowledge practices, and power come together to shape the relationship between the individual and larger society. In this seminar, students will read directly from their work, and from the work of scholars influenced by them, in order to gain a working knowledge of the ideas and writings of these foundational thinkers as they relate to anthropology. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and 3625. Students who have previously received credit for ANT 4245 may not enroll in or receive credit for ANT 4246.

**ANT 4250. Biology, Technology, and Culture (3).On Demand.**

In this course, we will examine the relationship between technological innovations, human biology and environments, and culture from a holistic perspective through selected readings, discussion, and written critiques. Specific topics will include competing constructions

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of science and nature, the biological, social, and cultural consequences of agriculture, industrialization and the chemical revolution, energy technologies, and biomedical technologies including stem cell research, assisted reproduction, and genomic medicine. Students who have previously received credit for ANT 4251 may not enroll in or receive credit for ANT 4250.

**ANT 4251. Capstone: Biology, Technology, and Culture (3).On Demand.**

*GEN ED: Capstone Experience*

In this course, we will examine the relationship between technological innovations, human biology and environments, and culture from a holistic perspective through selected readings, discussion, and written critiques. Specific topics will include competing constructions of science and nature, the biological, social, and cultural consequences of agriculture, industrialization and the chemical revolution, energy technologies, and biomedical technologies including stem cell research, assisted reproduction, and genomic medicine. Prerequisites: Senior standing, ANT 2215, 2221, 2230, and one of the following: ANT 3220, 3600, or 3625. Students who have previously received credit for ANT 4250 may not enroll in or receive credit for ANT 4251.

**ANT 4255. Ethnobotany: Plants, People, and Culture (4).On Demand.**

Ethnobotany is a multidisciplinary field that investigates the relations of people to local plant populations. This course will provide a broad overview of the field, introducing students to methods of data collection and classic topics in the discipline, such as the use of plants as food, as medicine, in ritual, and in manufacture. This course will challenge students to think critically about the process of knowledge formation and the phenomenological encounter with the environment. In required lab sections, students will gain practical experience in plant identification, manufacturing processes, sensory ecology, and local "folk" knowledge of plants. Lecture three hours, nine laboratory sessions of three hours. Students who have previously received credit for ANT 4256 may not enroll in or receive credit for ANT 4255 or BIO 4255. (Same as BIO 4255.)

**ANT 4256. Capstone: Ethnobotany: Plants, People, and Culture (4).On Demand.**

*GEN ED: Capstone Experience*

Ethnobotany is a multidisciplinary field that investigates the relations of people to local plant populations. This course will provide a broad overview of the field, introducing students to methods of data collection and classic topics in the discipline, such as the use of plants as food, as medicine, in ritual, and in manufacture. This course will challenge students to think critically about the process of knowledge formation and the phenomenological encounter with the environment. In required lab sections, students will gain practical experience in plant identification, manufacturing processes, sensory ecology, and local "folk" knowledge of plants. Prerequisite: ANT 2215, ANT 2221, ANT 2230, ANT 3625. Lecture three hours, nine laboratory sessions of three hours. Students who have previously received credit for ANT 4255 or BIO 4255 may not enroll in or receive credit for ANT 4256.

**ANT 4260. Anthropology of Development (3).S.Alternate years.**

This course offers an anthropological perspective on the critical study of national and international development projects. The anthropology of development puts questions of culture and human experience at the center of analysis. Through anthropological studies of the everyday life of development, we consider the lived consequences of development for those "being developed," as well as for those advocating development. This ethnographic approach highlights the intimacies and materialities of development experiences. Geographic/cultural areas of emphasis will be global in scope but with extra emphasis in the instructor's area of expertise. Students who have previously taken ANT 4261 may not enroll in or receive credit for ANT 4260.

**ANT 4261. Capstone: Anthropology of Development (3).S.Alternate years.**

*GEN ED: Capstone Experience*

This course offers an anthropological perspective on the critical study of national and international development projects. The anthropology of development puts questions of culture and human experience at the center of analysis. Through anthropological studies of the everyday life of development, we consider the lived consequences of development for those "being developed," as well as for those advocating development. This ethnographic approach highlights the intimacies and materialities of development experiences. Geographic/cultural areas of emphasis will be global in scope but with extra emphasis in the instructor's area of expertise. Prerequisites: Senior standing and ANT 2215, ANT 2221, ANT 2230, and 3625. Students who have previously taken ANT 4260 may not enroll in or receive credit for ANT 4261.

**ANT 4265. Anthropology and Global Health (3).F.Alternate years.**

This course introduces the anthropology of global health, examining urgent health care problems around the world through the unique lens of anthropology. We will ask some of the following questions: How can the knowledge and methodological approach of medical anthropology contribute to researching and ameliorating health concerns, particularly of the most disadvantaged? In what ways does anthropology's attention to "culture" not only enrich our understanding of the conditions and dynamics of global health, but also expand our ability to design and implement effective global health interventions? Throughout the course, students will be encouraged to think creatively and critically about health problems and policies as well as scrutinize the value systems that underlie the discipline of global health itself. Students who have previously taken ANT 4266 may not receive credit for ANT 4265.

**ANT 4266. Capstone: Anthropology and Global Health (3).F.Alternate years.**

*GEN ED: Capstone Experience*

This course introduces the anthropology of global health, examining urgent health care problems around the world through the unique lens of anthropology. We will ask some of the following questions: How can the knowledge and methodological approach of medical anthropology contribute to researching and ameliorating health concerns, particularly of the most disadvantaged? In what ways does anthropology's attention to "culture" not only enrich our understanding of the conditions and dynamics of global health, but also expand our ability to design and implement effective global health interventions? Throughout the course, students will be encouraged to think creatively and critically about health problems and policies as well as scrutinize the value systems that underlie the discipline of global health itself. Prerequisites: Senior standing and ANT 2215, ANT 2221, ANT 2230, and ANT 3220 or ANT 3625. Students who have previously taken ANT 4265 may not receive credit for ANT 4266.

**ANT 4280. Anthropology of the Body (3).S.**

Social scientists have often relied on the naturalized, universal understanding of the human body adopted from the biomedical sciences. This course challenges these assumptions by examining the multiple bodies and diverse forms of subjectivity found in the anthropological literature and other fields of scholarship. Our explorations of lived bodies will, in turn, contribute to more sophisticated understandings of human social and cultural forms. Students who have previously received credit for ANT 4281 may not enroll in or receive credit for ANT 4280.

**ANT 4281. Capstone: Anthropology of the Body (3).S.**

*GEN ED: Capstone Experience*

Social scientists have often relied on the naturalized, universal understanding of the human body adopted from the biomedical sciences. This course challenges these assumptions by examining the multiple bodies and diverse forms of subjectivity found in the anthropological literature and other fields of scholarship. Our explorations of lived bodies will, in turn, contribute to more sophisticated understandings of human social and cultural forms. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and one of the following: ANT 3220 or 3625. Students who have previously received credit for ANT 4280 may not enroll in or receive credit for ANT 4281.

**ANT 4320. Human Evolution (3).S.Alternate years.**

This course is a comprehensive survey of hominin evolution. The archaeological and fossil record from the past 8 million years will be examined in detail, including paleoclimate research or, "stones and bones." In addition to studying the evidence for evolution, students will develop critical thinking skills about research paradigms, design, methodology, and interpretive frameworks. Lab exercises will allow students to examine fossil casts using a systems approach that considers structural-functional relationships, competing pressures in evolution, and even misapplication of evolutionary theory. After participating in this course, students will have learned basic human evolutionary anatomy and will also be familiar with key theoretical issues and debates in paleoanthropology. Prerequisite: ANT 2230. Students who have previously received credit for ANT 4321 may not enroll in or receive credit for ANT 4320.

**ANT 4321. Capstone: Human Evolution (3).S.Alternate years.**

*GEN ED: Capstone Experience*

This course is a comprehensive survey of hominin evolution. The archaeological and fossil record from the past 8 million years will be examined in detail, including paleoclimate research or, "stones and bones." In addition to studying the evidence for evolution, students will develop critical thinking skills about research paradigms, design, methodology, and interpretive frameworks. Lab exercises will allow students to examine fossil casts using a systems approach that considers structural-functional relationships, competing pressures in evolution, and even misapplication of evolutionary theory. After participating in this course, students will have learned basic human evolutionary anatomy and will also be familiar with key theoretical issues and debates in paleoanthropology. Prerequisite: Senior standing and ANT 2215, 2221, 2230, 3220. Students who have previously received credit for ANT 4320 may not enroll in or receive credit for ANT 4321.

**ANT 4330. Bioarchaeology (3).S.Alternate years.**

Bioarchaeology is the holistic, interdisciplinary, and epidemiological analysis of human skeletal remains from archaeological contexts. In this course, we will survey topics including age and sex estimation, paleo-demography, biocultural stress markers, pathology and trauma, levels of physical activity and evidence for habitual behavior, and paleodietary analyses. Beyond learning methods of bioarchaeology, students will be given the opportunity to understand the development of interpretive frameworks from evolutionary and biocultural theory. These frameworks will be examined critically and applied to case studies from human populations in different geographical and temporal contexts. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) Students who have previously received credit for ANT 4331 may not enroll in or receive credit for ANT 4330

**ANT 4331. Capstone: Bioarchaeology (3).F.**

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*GEN ED: Capstone Experience*

Bioarchaeology is the holistic, interdisciplinary, and epidemiological analysis of human skeletal remains from archaeological contexts. In this course, we will survey topics including age and sex estimation, paleo-demography, biocultural stress markers, pathology and trauma, levels of physical activity and evidence for habitual behavior, and paleodietary analyses. Beyond learning methods of bioarchaeology, students will be given the opportunity to understand the development of interpretive frameworks from evolutionary and biocultural theory. These frameworks will be examined critically and applied to case studies from human populations in different geographical and temporal contexts. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and 3220. Students who have previously received credit for ANT 4330 may not enroll in or receive credit for ANT 4331.

**ANT 4340. Paleoanthropology of South Asia (3).**On Demand.

This class will focus on the archaeological record of prehistoric peoples in India, Pakistan, and Sri Lanka. Beginning with an exploration of the earliest known record of human occupation in the Pleistocene, we will move through different chrono-cultural contexts, examining diverse lifestyles of prehistoric peoples, and exploring the intersections among ecology, settlement, subsistence, and health. The class focuses primarily on human skeletal remains as a source of archaeological evidence, and we will often use an adaptationist perspective to understand developments in Indian prehistory. Attention will also be paid to the archaeological, geological, and paleoclimatic evidence as well as the history of archaeology in India, beginning with the British colonial period.

**ANT 4350. Human Reproduction from an Evolutionary Perspective (3).**S.Alternate years.

This course will examine human reproduction from an evolutionary perspective. We will discuss topics ranging from the origins of sexual reproduction to human fertility and sexuality and the biological, social, and political implications of childbirth practices, assisted reproduction, and parental care. In the course, students will become familiar with the anatomy and physiology of the human reproductive system and the biological and cultural processes that regulate reproduction in humans, and students will learn to critically evaluate representations of sexual selection, human sexuality, and parenting behavior. Students who have previously received credit for ANT 4351 may not enroll in or receive credit for ANT 4350.

**ANT 4351. Capstone: Human Reproduction from an Evolutionary Perspective (3).**S.

*GEN ED: Capstone Experience*

This course will examine human reproduction from an evolutionary perspective. We will discuss topics ranging from the origins of sexual reproduction to human fertility and sexuality and the biological, social, and political implications of childbirth practices, assisted reproduction, and parental care. In the course, students will become familiar with the anatomy and physiology of the human reproductive system and the biological and cultural processes that regulate reproduction in humans, and students will learn to critically evaluate representations of sexual selection, human sexuality, and parenting behavior. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and 3220. Students who have previously received credit for ANT 4350 may not enroll in or receive credit for ANT 4351.

**ANT 4360. Primate Conservation (3).**On Demand.

An overview of the effects of human activities on wild nonhuman primate populations, including critical analysis of strategies being employed to ensure the persistence of wild primates in their natural habitats. Students will be introduced to fundamental principles and practices in conservation biology using primate case studies. Specific topics include setting conservation priorities, the roles of in situ and ex situ conservation, human-wildlife conflict, genetic issues and population management, the roles of local, national, and international stakeholders in both creating and ameliorating threats to the persistence of wild primates, and the potential impacts of conservation programs on human communities living in habitat countries.

**ANT 4370. Paleopathology (3).**S.Alternate years.

Paleopathology is an evolutionary and biocultural approach to health and disease in ancient human populations. This field of inquiry is increasingly recognized for contributing important insights on the origin and co-evolution of infectious diseases, fetal and developmental origins of disease, and basic research on human variation and adaptive evolution. This course covers the history of this discipline, ethical and theoretical frameworks, basic skeletal biology, patterns of human growth and developmental disturbances, disease mechanisms and processes, differential diagnosis, and evolved responses to physiological insult. Course content includes case studies, laboratory and analytical techniques, and an applied project that reconstructs the life course and 'osteobiography' of an individual skeleton. This course emphasizes presentation and writing skills, in addition to practical, diagnostic and lab-based skills.

**ANT 4371. Capstone: Paleopathology (3).**S.Alternate years.

*GEN ED: Capstone Experience*

Paleopathology is an evolutionary and biocultural approach to health and disease in ancient human populations. This field of inquiry is increasingly recognized for contributing important insights on the origin and co-evolution of infectious diseases, fetal and developmental origins of disease, and basic research on human variation and adaptive evolution. This course covers the history of this discipline, ethical and theoretical frameworks, basic skeletal biology, patterns of human growth and developmental disturbances, disease mechanisms and processes, differential diagnosis, and evolved responses to physiological insult. Course content includes

case studies, laboratory and analytical techniques, and an applied project that reconstructs the life course and 'osteobiography' of an individual skeleton. This course emphasizes presentation and writing skills, in addition to practical, diagnostic and lab-based skills. Prerequisites: senior standing and ANT 2215, ANT 2221, ANT 2230, and ANT 3220.

**ANT 4400. Paleolithic Archaeology (3).S.**

A detailed examination of the Paleolithic from a paleoanthropological perspective. The archaeological record (sites, tools, fauna, and geology), methods, and theories for the evolution of our ancestors are explored, as well as competing models concerning extinctions. Students will learn of the evidence for such major events in the Paleolithic such as the organization of technologies, the demise of the Neandertals, competing explanations for cave art, the evolution of human consciousness, and the emergence of "culture as we know it." Special attention is given to the inferential methods employed to interpret the archaeological record of the Paleolithic. Prerequisites: ANT 2215, ANT 2221, and ANT 2230. Students who have previously received credit for ANT 4401 may not enroll in or receive credit for ANT 4400.

**ANT 4401. Capstone: Paleolithic Archaeology (3).S.**

*GEN ED: Capstone Experience*

A detailed examination of the Paleolithic from a paleoanthropological perspective. The archaeological record (sites, tools, fauna, and geology), methods, and theories for the evolution of our ancestors are explored, as well as competing models concerning extinctions. Students will learn of the evidence for such major events in the Paleolithic such as the organization of technologies, the demise of the Neandertals, competing explanations for cave art, the evolution of human consciousness, and the emergence of "culture as we know it." Special attention is given to the inferential methods employed to interpret the archaeological record of the Paleolithic. Prerequisites: Senior standing, ANT 2215, ANT 2221, ANT 2230, and ANT 3600. Students who have previously received credit for ANT 4400 may not enroll in or receive credit for ANT 4401.

**ANT 4440. Experimental Archaeology (3).F.**

Immerses students in the practical application of experimental archaeology—the replication of processes that form and transform archaeological evidence. Experimental archaeology is one way in which we create analogs for constructing hypotheses and for testing hypotheses to explain the natural or cultural meaning of archaeological evidence. Prerequisites: ANT 2215, 2221, 2230, 3120, and 3600 or approval of the instructor. Students who have previously received credit for ANT 4441 may not enroll in or receive credit for ANT 4440.

**ANT 4441. Capstone: Experimental Archaeology (3).F.**

*GEN ED: Capstone Experience*

Immerses students in the practical application of experimental archaeology—the replication of processes that form and transform archaeological evidence. Experimental archaeology is one way in which we create analogs for constructing hypotheses and for testing hypotheses to explain the natural or cultural meaning of archaeological evidence. Prerequisites: Senior standing, ANT 2215, 2221, 2230, 3120, and 3600. Students who have previously received credit for ANT 4440 may not enroll in or receive credit for ANT 4441.

**ANT 4450. Paleolithic Cave Art (3).F.**

This course offers a paleo-anthropological examination of Paleolithic cave art, including analysis of both technological and cultural contexts. Special attention is given to different interpretive frameworks through which meaning has been attributed to cave art by anthropologists and archaeologists, including animism, sympathetic magic, structuralism, shamanism, natural history, and cognitive frameworks. Geographical focus is on the "classic" zone of cave art in Europe, with comparative examples drawn from other areas. Students who have previously received credit for ANT 4451 may not enroll in or receive credit for ANT 4450.

**ANT 4451. Capstone: Paleolithic Cave Art (3).F.**

*GEN ED: Capstone Experience*

This course offers a paleo-anthropological examination of Paleolithic cave art, including analysis of both technological and cultural contexts. Special attention is given to different interpretive frameworks through which meaning has been attributed to cave art by anthropologists and archaeologists, including animism, sympathetic magic, structuralism, shamanism, natural history, and cognitive frameworks. Geographical focus is on the "classic" zone of cave art in Europe, with comparative examples drawn from other areas. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and 3600. Students who have previously received credit for ANT 4450 may not enroll in or receive credit for ANT 4451.

**ANT 4460. Landscape Archaeology (3).S.**

Archaeologists are uniquely positioned to examine the relationships between people, places, and the past. This course explores the deep histories of economic, socio-political, and ritual landscapes, and introduces the tools that archaeologists use to study them. The landscape of Stonehenge provides a focal case study, and additional case studies will draw upon worldwide archaeological literature. Students who have previously received credit for ANT 4461 may not enroll in or receive credit for ANT 4460.



**ANT 4461. Capstone: Landscape Archaeology (3).S.**

*GEN ED: Capstone Experience*

Archaeologists are uniquely positioned to examine the relationships between people, places, and the past. This course explores the deep histories of economic, socio-political, and ritual landscapes, and introduces the tools that archaeologists use to study them. The landscape of Stonehenge provides a focal case study, and additional case studies will draw upon worldwide archaeological literature. Prerequisites: ANT 2215, ANT 2221, ANT 2230, and ANT 3600 or ANT 3625. Students who have previously received credit for ANT 4460 may not enroll in or receive credit for ANT 4461.

**ANT 4530-4549. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

**ANT 4565. Agrarian Studies and Rural Development (3). On Demand.**

Descriptive and theoretical analysis of peasantry in the context of world economic and political systems in the face of globalization. Explores the political economy of rural development and prospects for sustainable development from a comparative perspective. [Dual-listed with ANT 5565.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**ANT 4610. Anthropology of Energy (3).F.Alternate years.**

This course explores anthropological dimensions of energy, with energy understood as the power to utilize physical and natural resources. In particular, we will look at the cultural politics of energy production and consumption in North American and global contexts. Using anthropological approaches to science and technology, we will consider how energy is never solely a techno-scientific process, but is fundamentally a social practice, always embedded in complex, uneven relations of power. In other words, we consider how the production of "power" concerns the materiality of generating electricity, heat, nuclear weapons, and other sources of fuel from natural resources, but at the same time, also concerns the politics of infrastructure, human difference, and trans-local networks of social action. Students who have previously received credit for ANT 4611 may not enroll in or receive credit for ANT 4610.

**ANT 4611. Capstone: Anthropology of Energy (3).F.Alternate years.**

*GEN ED: Capstone Experience*

This course explores anthropological dimensions of energy, with energy understood as the power to utilize physical and natural resources. In particular, we will look at the cultural politics of energy production and consumption in North American and global contexts. Using anthropological approaches to science and technology, we will consider how energy is never solely a techno-scientific process, but is fundamentally a social practice, always embedded in complex, uneven relations of power. In other words, we consider how the production of "power" concerns the materiality of generating electricity, heat, nuclear weapons, and other sources of fuel from natural resources, but at the same time, also concerns the politics of infrastructure, human difference, and trans-local networks of social action. Prerequisites: Senior standing and ANT 2215, 2221, 2230, and one of the following: 3220, 3600, or 3625. Students who have previously received credit for ANT 4610 may not enroll in or receive credit for ANT 4611.

**ANT 4900. Field Experience: Internship (3-6). On Demand.**

Graded on an S/U basis.



## Appalachian Studies Program (AS)

William Schumann, Director of the Center for Appalachian Studies and The Appalachian Studies Program

Katherine E. Ledford  
Thomas Hansell

The Appalachian Studies program coordinates curriculum offerings, projects, and research relating to the Appalachian region. The southern Appalachian region's unique mix of scenic beauty, distinctive cultures and communities, and wealth in natural resources inspires an enduring search for a balanced regional future, a future which will preserve Appalachia's environment, cultural and historical character, while encouraging full participation in the opportunities of citizenship. The Appalachian Studies program contributes to scholarship in the humanities and social sciences, practice in the folk and fine arts, and service to regional communities and organizations.

The search for Appalachia's future takes place in a global context. For centuries a locus of migrations and trade, the region confronts environmental, economic, and cultural challenges which are also faced by other mountain and "peripheral" regions throughout the nation and the world. Appalachian Studies links the local and national, the regional and global, providing both a framework and a training ground for addressing local and global concerns.

Appalachian Studies offers the following:

### Minor in Appalachian Music: Roots and Influences (100/05.0199)

The program of study is available at: [www.programsofstudy.appstate.edu/appalachian-music-roots-and-influences-minor-100-2016-2017](http://www.programsofstudy.appstate.edu/appalachian-music-roots-and-influences-minor-100-2016-2017)

### Minor in Appalachian Studies (204/05.0199)

The program of study is available at: [www.programsofstudy.appstate.edu/appalachian-studies-minor-204-2016-2017](http://www.programsofstudy.appstate.edu/appalachian-studies-minor-204-2016-2017)

### A Master of Arts degree in Appalachian Studies (204\*/05.0199) with three interdisciplinary concentrations:

1. **Appalachian Culture Area concentration (204B)** focuses on scholarship and research in the social sciences, humanities, and fine and applied arts, seeking to deepen understanding of the Appalachian socio-cultural and historical experience.
2. **Appalachian Music: Roots and Influences concentration (204D)** provides instruction and opportunities for scholarship on the varieties of traditional music traditions that intersect in the southern Appalachian region.
3. **Sustainable Development concentration (204C)** is based on applied research and interdisciplinary course work spanning the social and natural sciences as well as the humanities. It provides a foundation for those students who seek to develop the means for meeting the legitimate needs of present generations without compromising the ability of future generations to meet their needs. For students interested in Appalachian and other highland and rural peoples, as well as other peoples threatened by the results of unsustainable practices and patterns, this course of study provides the background in the search for sustainable solutions.

Consult the *Graduate Bulletin* for further information.

### A graduate minor in Appalachian Studies (203/05.0199) (Consult the *Graduate Bulletin*.)

**An on-campus graduate certificate in Appalachian Studies (200A/05.0199).** For more information, contact the certificate program director at (828) 262-4089 or visit [www.appstudies.appstate.edu](http://www.appstudies.appstate.edu). Consult the *Graduate Bulletin* for further information.

**An online graduate certificate in Appalachian Studies (200A/05.0199).** For more information, contact the certificate program director at (828) 262-4089 or visit [www.appstudies.appstate.edu](http://www.appstudies.appstate.edu). Consult the *Graduate Bulletin* for further information.

### Courses of Instruction in Appalachian Studies (AS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### APPALACHIAN STUDIES (AS)

##### AS 2016. Appalachian Music (3).F;S.

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

A survey of Appalachian music including both instrumental and vocal styles, older traditions and newer regional forms. Students will have opportunities to develop musical skills through hands-on class projects and activities. Lecture three hours. (Same as MUS 2016.)

**AS 2020. Appalachia in Film (3).S.**

*GEN ED: Liberal Studies Experience*

Students watch, discuss, and analyze English-language narrative films and televised fictional narratives ("fictional" films, as opposed to documentaries) that depict the people and land of the Appalachian mountain region.

**AS 2025. Appalachian Strings (3).F;S.**

*GEN ED: Liberal Studies Experience*

Introductory instruction in stringed instruments and styles commonly heard in old-time, old-time country, and bluegrass music, including basic music theory. Lecture and demonstration three hours.

**AS 2200. Appalachian Stories (3).F.**

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

Introduction to the literature of Appalachia with an emphasis on the multiplicity of narrative forms in the region. This course examines both historical and contemporary Appalachian literary expression as well as local, regional, national, and international perspectives on the literature of the region. Students read and study oral narratives, exploration narratives, travel writing, memoir, autobiography, song lyrics, and nature writing, in addition to fiction, poetry, and drama. The course also explores how literary production comments on and participates in the construction of Appalachia.

**AS 2301. The History of Coal from the Pennsylvanian to the Present (3).S.**

*GEN ED: Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

Coal has played a critical role in the history of the southern Appalachians. The geologic processes that formed coal and shaped the landscape into the steep ridges and hollows of the Appalachian coalfields have directly affected the human history of the region – from hunting in pre-colonial times, to settlement and subsistence farming in the 1800s, to mining and unionization in the 1900s, to mountaintop removal and natural gas/coalbed methane extraction in the last decade. This course covers the physical and chemical processes that form coal as well as the tectonic and geomorphologic processes that formed the landscape of the coalfields and shaped the agricultural practices of the early settlers. It examines the cultural history of coal mining and life in the company-owned coal camps and the political history of unionization through literature and film. The economics and environmental consequences of coal-fired power plants are discussed, and the environmental and occupational hazards associated with both underground and surface coal mining are analyzed from both a scientific and a sociological perspective. (Same as GLY 2301.)(Global Learning Opportunity Course)

**AS 2411. Appalachia: An Introduction (3).On Demand.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course explores the Appalachian region from a cross-disciplinary perspective, with readings on Appalachia drawn primarily from the social sciences. Both historical and contemporary issues are examined, focusing upon national and international as well as local and regional contexts.

**AS 2530–2549. Selected Topics (1-4). On Demand.**

**AS 3000. Diversity in Appalachia (3).S.**

*GEN ED: Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

Diversity in Appalachia considers gender and/or ethnic diversity in the Appalachian region from interdisciplinary perspectives, and may focus on women, gender, ethnic diversity, or one or more ethnic communities. Content may vary.

**AS 3030. Bluegrass Traditions (3).F. Alternate years.**

The genesis of bluegrass music, through its major redefinition in the mid-1970s, to its diverse interpretations today. Lecture three hours.

**AS 3500. Independent Study (1-3).F;S.**

**AS 3530–3549. Selected Topics (1-4). On Demand.**

**AS 4015. Old Time Music Traditions (3).F. Alternate years.**

A multi-cultural study of old time music and its roots, with interdisciplinary approaches from the humanities and social sciences. Lecture three hours. [Dual-listed with AS 5015.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**AS 4110. Ethnographic Field Study (1-6).On Demand.**

Variable content. Course involves immersion in a field setting either in the U.S. or through study abroad. Topics, approach, and field sites will be indicated on course syllabi and semester schedules.

**AS 4530–4549. Selected Topics** (1-4). On Demand.

**AS 4900. Field Experience: Internship** (1-6). On Demand.  
Graded on an S/U basis.

**Department of Biology (BIO)***Zack Murrell, Interim Chair**Michael Madritch, Interim Assistant Chair**Shea R. Tuberty, Interim Assistant Chair**Maryam Ahmed**Andrew C. Bellemer**Courtney Bouldin**Suzanna L. Bräuer**Robert P. Creed**Sue L. Edwards**Matt C. Estep**Michael M. Gangloff**Jennifer C. Geib**Dru A. Henson**Guichuan Hou**Ece Karatan**Mary Kinkel**C. Nathan Mowa**Howard S. Neufeld**Michael Opata**Annkatriin Rose**Steven W. Seagle**Lynn M. Siefferman**Mark E. Venable**Gary L. Walker**Ray S. Williams**Michael Windelspecht**Ted Zerucha*

The primary mission of the Department of Biology is to provide the student with a well-balanced background in the life sciences. A student majoring in biology will examine the characteristics of life at all levels, from the workings of a single cell to the dynamics of an ecosystem. In addition to providing the student with a broad understanding of and appreciation for life and its processes, the curriculum is designed to prepare students for careers in biology or for studies at the graduate level. To meet these objectives the department has established the degree concentrations listed below, each with a somewhat different focus within the discipline.

**The Bachelor of Arts degree in Biology (208A/26.0101)**

This is the most flexible program in the Department of Biology. It is designed for highly directed students who wish to focus on disciplines not addressed by the other degree concentrations.

The program of study is available at: [www.programsofstudy.appstate.edu/biology-ba-208a-2016-2017](http://www.programsofstudy.appstate.edu/biology-ba-208a-2016-2017)

**The Bachelor of Science degree in Biology (142\*/26.0101)**

**For the Bachelor in Science degree in Biology, students must select one of the following concentrations:**

**Cell/Molecular Biology (142B)**

In addition to the general objectives of the department, this degree is designed to prepare students for successful admission into professional schools or to continue their studies in graduate and health-care programs.

The program of study is available at: [www.programsofstudy.appstate.edu/biology-bs-cellmolecular-biology-142b-2016-2017](http://www.programsofstudy.appstate.edu/biology-bs-cellmolecular-biology-142b-2016-2017)

Pre-professional students pursuing health-related careers may be interested in the undergraduate minor in Medical Humanities (605/30.9999). Consult the Honors College section of this catalog for information pertaining to that minor.

The program of study is available at: [www.programsofstudy.appstate.edu/medical-humanities-minor-605-2016-2017](http://www.programsofstudy.appstate.edu/medical-humanities-minor-605-2016-2017)

**Ecology, Evolution and Environmental Biology (142C)**

In addition to the general objectives of the department, this degree is designed for students seeking careers that require an understanding and appreciation of ecological systems and environmental problems.

The program of study is available at: [www.programsofstudy.appstate.edu/biology-bs-ecology-evolution-and-environmental-biology-142c-2016-2017](http://www.programsofstudy.appstate.edu/biology-bs-ecology-evolution-and-environmental-biology-142c-2016-2017)

**Secondary Education (142D)[T](Teaching)**

In addition to the general objectives of the department, this degree is designed to prepare students intending to pursue careers in teaching. Successfully completing this degree will meet the North Carolina Department of Public Instruction requirements to teach biology full-time in grades 9-12 and will be eligible for a North Carolina Secondary General Science teaching license.

The program of study is available at: [www.programsofstudy.appstate.edu/biology-bs-secondary-education-142d-2016-2017](http://www.programsofstudy.appstate.edu/biology-bs-secondary-education-142d-2016-2017)

**Biology Minor (208/26.0101)**

A minor in Biology consists of a minimum of 14 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/biology-minor-208-2016-2017](http://www.programsofstudy.appstate.edu/biology-minor-208-2016-2017)

**Honors Program in Biology**

The Department of Biology provides the opportunity for highly qualified students to graduate with departmental honors in Biology.

In order to graduate with "Honors in Biology," the student must have at least a 3.5 overall GPA; a GPA of at least 3.5 in the major (calculation includes cognate courses); and must have completed a minimum of 9 semester hours of honors courses in Biology, including BIO 4518 (Honors Research, 3 s.h.) and BIO 4519 (Biology Honors Thesis, 3 s.h.).

Admission to the Biology Honors Program - Students must apply for admission to the Honors Program in Biology. Applications will be considered by the department's Honors Committee and by the faculty director of the Biology Honors Program. A student is eligible to apply for admission into the Biology Honors Program if she or he:

1. has completed at least 45 semester hours of course work with a minimum of 15 semester hours completed at Appalachian State University;
2. is majoring in one of the degree programs in the Department of Biology;
3. has completed BIO 2400 or BIO 2700 with a grade of "B" or higher;
4. has an overall GPA of at least 3.5 and a GPA of at least 3.5 in the major; and
5. has identified a Biology faculty member who has agreed to direct the student's Honors Research (BIO 4518) and Biology Honors Thesis (BIO 4519).

Space in the Biology Honors Program is limited, and not all students meeting the application criteria may be accepted into the Biology Honors Program. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

### Master of Science

The Department of Biology offers a Master of Science degree in Biology with concentrations in Cell and Molecular Biology, Ecology and Evolutionary Biology, and General Biology. Consult the *Graduate Bulletin* for further information.

### Courses of Instruction in Biology (BIO) and General Science (GS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### BIOLOGY (BIO)

##### **BIO 1103. Global Climate Change and Earth's Life (4).S.**

*GEN ED: Science Inquiry Perspective (Theme: "Global Environmental Change")*

A course examining the effects of global climate change on earth's organisms. Lecture combines biological concepts with current knowledge and predictions to provide a broad introduction to key changes possible in earth's biota in a future world. Laboratory provides a hands-on approach to investigating climate change questions. Submission of online essays, group discussions and summary reports from laboratory experiments required. Lecture three hours, laboratory two hours.

##### **BIO 1201. Biology in Society I (3).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Biology in Society")*

This lecture course was designed for non-majors and is ideal for students that want to satisfy their interests and natural curiosity about biological systems, but whose primary educational interests lie elsewhere. We will explore the biological basis of relevant societal topics like diet and nutrition, diseases like diabetes and cancer, beneficial versus pathogenic microbes, and stem cell therapies. Our discussions will delve into life at molecular, cellular, and organismal levels while focusing on the practical impact biology has on our lives. This course is offered as part of the "Biology in Society" theme in the General Education Science Inquiry perspective. In order to satisfy this theme, students must take BIO 1201, BIO 1202, and BIO 1203 for a total of eight credit hours. Students may take BIO 1201 and BIO 1202 in either order and must take BIO 1203 in conjunction with either BIO 1201 or BIO 1202. Lecture three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 1201 WILL NOT SUBSTITUTE FOR BIO 1801 FOR SCIENCE MAJORS.**

##### **BIO 1202. Biology in Society II (3).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Biology in Society")*

This lecture course was designed for non-majors and is ideal for students that want to satisfy their interests and natural curiosity about biological systems, but whose primary educational interests lie elsewhere. We will explore the biological basis of relevant societal topics like the sixth extinction event, conservation ecology, human populations and evolution, and genetically modified organisms used for food, fuel, and remediation. Our discussions will delve into life at organismal, population, community, and ecosystem levels while focusing on the practical impact biology has on our lives. This course is offered as part of the "Biology in Society" theme in the General Education Science Inquiry perspective. In order to satisfy this theme, students must take BIO 1201, BIO 1202, and BIO 1203 for a total of eight credit hours. Students may take BIO 1201 and BIO 1202 in either order and must take BIO 1203 in

conjunction with either BIO 1201 or BIO 1202. Lecture three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 1202 WILL NOT SUBSTITUTE FOR BIO 1802 FOR SCIENCE MAJORS.**

**BIO 1203. Biology in Society Laboratory (2).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Biology in Society")*

This lab course was designed for non-majors and will examine current research projects in the ASU Biology Department, ranging from molecular genetics to ecosystem ecology, as well as explore the biological and ecological diversity of the Southern Appalachian Mountains. This lab experience consists of 50 contact hours and is composed of in-lab and online exercises. It is offered as part of the "Biology in Society" theme in the General Education Science Inquiry perspective. In order to satisfy this theme, students must take BIO 1201, BIO 1202, and BIO 1203 for a total of eight credit hours. Students may take BIO 1201 and BIO 1202 in any order and must take BIO 1203 in conjunction with either BIO 1201 or BIO 1202. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 1204. Biology in Society I Laboratory (1).F;S.**

*GEN ED: Science Inquiry Perspective (Themes: "Biology in Society")*

This course is offered only under special circumstances to students who require a one-credit hour lab course primarily to satisfy the eight-credit hour requirement of the Biology in Society theme in the General Education Science Inquiry perspective. In this course, students will complete one-half of BIO 1203, specifically the in-lab exercises that examine current research projects in the ASU Biology Department. This course maps to the lecture course BIO 1201. Students who require a one-credit hour lab course that maps to the BIO 1202 lecture course should take BIO 1205. Students who require a two-credit hour lab course should take BIO 1203. Students may take either BIO 1204 or BIO 1205 but not both. The combination of BIO 1204 and BIO 1205 is not an acceptable substitute for BIO 1203, and this combination will not count for BIO 1203 credit. Please contact the General Biology Program Director for assistance with registration. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 1205. Biology in Society II Laboratory (1).F;S.**

*GEN ED: Science Inquiry Perspective (Themes: "Biology in Society")*

This course is offered only under special circumstances to students who require a one-credit hour lab course primarily to satisfy the eight-credit hour requirement of the Biology in Society theme in the General Education Science Inquiry perspective. In this course, students will complete one-half of BIO 1203, specifically the in-lab exercises that examine current research projects in the ASU Biology Department. This course maps to the lecture course BIO 1202. Students who require a one-credit hour lab course that maps to the BIO 1201 lecture course should take BIO 1204. Students who require a two-credit hour lab course should take BIO 1203. Students may take either BIO 1204 or BIO 1205 but not both. The combination of BIO 1204 and BIO 1205 is not an acceptable substitute for BIO 1203, and this combination will not count for BIO 1203 credit. Please contact the General Biology Program Director for assistance with registration. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 1801. Biological Concepts I (4).F;S.**

This course will investigate the history of science and the scientific method, the chemical basis of life, cell biology, bioenergetics, DNA structure and function, as well as general and molecular genetics. The course will cover the evolutionary basis of life and the application of evolutionary theories to the study of life. Lecture three hours, laboratory three hours. Corequisite: CHE 1101.

**UNLESS NOTED, BIO 1801 IS THE MINIMUM PREREQUISITE FOR ALL BIO COURSES NUMBERED 2000 AND ABOVE.**

**BIO 1802. Biological Concepts II (4).F;S.**

The course will cover the development and application of evolutionary theory to the study of organismal biology. Course material will include discussions of the classification and evolutionary relationships of the domains of life, principles of plant and animal physiology, and overviews of population biology and ecology. Lecture three hours, laboratory three hours. Prerequisite: BIO 1801 with a grade of "C" or higher.

**ALL BIOLOGY MAJORS MUST COMPLETE BIO 1801 & BIO 1802 BEFORE TAKING ANY OTHER BIOLOGY COURSE FOR THE MAJOR.**

**BIO 2000. Introduction to Botany (4).F;S.**

Survey of the major topics in plant biology including physiology, morphology, ecology, evolution, aspects of plant diversity and water relations in plants. Lecture three hours, laboratory three hours.

**BIO 2001. Introduction to Zoology (4).F;S.**

Integrated and phylogenetic study of the animal kingdom. The basic biological problems facing animals will be considered in the context of morphology and evolutionary history. Lecture three hours, laboratory three hours.



**BIO 2012. Introduction to Evolutionary Biology (3).F;S.**

An introduction to the study of evolution including a summary of the stratigraphic record, an historical summary of the earth and its major floral and faunal groups, a review of major contributions to evolutionary theory, and a summary of the factors thought to cause evolutionary change. Lecture three hours. Prerequisites: BIO 1801 and BIO 1802.

**BIO 2200. Human Microbiology (4).S.**

The main objective of this course is to present the basic principles of microbiology and the nature of microbial diseases to students pursuing health-related fields. The course will focus on microorganisms which are pathogenic to humans, the diseases they cause and the treatment and prevention of those diseases. Lecture three hours, laboratory three hours. Prerequisites: Minimum grade of B- in CHE 1102 and CHE 1120. Note: BIO 2200 is not open to students undertaking a Biology major or minor for credit.

**BIO 2400. Genetics (3).F;S.**

This course will cover aspects of transmission genetics, cytogenetics, molecular genetics and the importance of genetics to an understanding of evolution and population dynamics. The genetics of viruses, prokaryotes, and eukaryotes will be studied. Prerequisites: BIO 1801, CHE 1102, and MAT 1025. Lecture three hours. Students cannot receive credit for both BIO 2400 and BIO 2700. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 2410. Genetics Laboratory (1).F;S.**

Laboratory investigations of genetic systems in plants, animals, and fungi. Prerequisite or corequisite: BIO 2400 or BIO 2700. Laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 2500. Independent Study (1-4).F;S.****BIO 2600. Cell Biology (3).F;S.**

Cell biology provides an opportunity to discover in detail the inner workings of cells. Discussion topics include biomolecules, bioenergetics, organization, movement and regulation as well as the intercellular interactions. Lecture three hours. Prerequisite: CHE 1102.

**BIO 2610. Cell Biology Laboratory (1).F;S.**

Laboratory exercises will provide an opportunity to experience how scientists learn about cells. Experiments will use modern techniques to probe cellular structure, composition and function. Laboratory three hours. Prerequisite: MAT 1025 or equivalent. Prerequisite or corequisite: BIO 2600.

**BIO 2700. Human Genetics (3).F;S.**

This course examines the principles of genetics from a human perspective. The history of genetic thought will be discussed, as well as pedigree analysis, genetics of human disease, human population genetics, and selected topics on the Human Genome project, behavior, and multifactorial traits. Prerequisites: BIO 1801, CHE 1102, and MAT 1025. Students cannot receive credit for both BIO 2400 and BIO 2700.

**BIO 2800. Biotechnology and Society (3).S. Alternate years.**

A look at how the recent advances in biotechnology affect society and individuals. Special emphasis is placed on the possibilities that biotechnology brings and the decisions it forces on society. Topics include reproductive technology, population problems, extending life, considerations of the ever-changing definition of death, genetic testing and screening, ecological problems, and others as new technological advances develop. Prerequisite: at least one course in biology, sociology, or ethics.

**BIO 3301. Human Systems Physiology (4).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A study of the fundamental principles of human physiology with an emphasis on systemic function. Lecture three hours, laboratory three hours. Prerequisites: one semester of organic chemistry (CHE 2201 or CHE 2101); and RC 2001 or its equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 3302. Ecology (4).F;S.**

A study of the interaction of organisms with their environment. Principles discussed will include natural selection and adaptation, population growth and regulation, interspecific interactions, including competition, predation, parasite-host relationships and mutualism, the structure and function of communities and ecosystems, geographical ecology, and human impacts on the biosphere. STT 2810 recommended. Lecture three hours, laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 3304. Systematic Botany (4).F.**

This course begins with the study of plant structure, learning about form and function. Both past and current methods of classification

and their theoretical frameworks will be explored. Throughout the semester, in both lecture and lab/field, the tremendous diversity of land plants and the tools used to reconstruct the evolutionary history of plants will be examined. Lecture three hours, laboratory three hours. Prerequisite: BIO 2000 or permission of the instructor.

**BIO 3308. Microbiology (4).F;S.**

Introduction to the biology of microorganisms, including phylogeny and diversity, growth, metabolism, and genetics. A main objective is to gain appreciation and understanding of diversity and ubiquity of microorganisms. The course also considers the role of microorganisms in human's lives, from ways in which they have shaped our environment to direct microbe-human interactions. The laboratory introduces basic techniques of pure culture work, enrichments and isolation, and experimentation with microorganisms. Prerequisites: CHE 1101/CHE 1110, CHE 1102/CHE 1120, BIO 1801 and either BIO 2400, BIO 2600 or BIO 2700.

**BIO 3310. Marine Sciences (4).S.**

A study of the diverse marine habitats throughout the world and the organisms found within these habitats. Various aspects of the cellular, molecular, and developmental biology of marine organisms will be studied. The laboratory will examine selected marine invertebrates and vertebrates will include experimental manipulations. Lecture three hours, laboratory three hours.

**BIO 3312. Environmental Studies (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

An in-depth study of environmental problems from a systems/ecological perspective, with emphasis on the scientific basis of the problems and solutions. Topics will vary by semester but will generally include population growth; mineral water and wildlife resources; energy resources; and waste and pollution. Involves significant written assignments. Lecture three hours. Prerequisites: BIO 1802 and RC 2001 or its equivalent.

**BIO 3313. Global Change Ecology (4).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course explores the causes and consequences of anthropogenic global change with a particular emphasis on key ecological processes. We will explore global changes in biogeochemistry, climate, biodiversity, and land cover. Students will use the scientific literature and laboratory experiences to better understand global environmental datasets and their interactions. Students will develop an understanding of the ecological underpinnings of global changes, and explore consequences as well as potential mitigation strategies. Prerequisites: BIO 1802 and RC 2001 or its equivalent. Lecture three hours, laboratory three hours.

**BIO 3314. Comparative Vertebrate Zoology (4).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

The origin, evolution, anatomy, physiology, taxonomy, and natural history of vertebrates. Lecture three hours, laboratory three hours. Prerequisites: BIO 1801 and RC 2001 or its equivalent.

**BIO 3315. Conservation Biology (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course will introduce students to the foundations, key concepts, and current topics in Conservation Biology. Students will be exposed to different concepts of biodiversity, gain an appreciation of threats to biodiversity at scales ranging from local to global, and learn about the role of state and federal agencies, non-government organizations and other stakeholders in the struggle to preserve the natural resources of an increasingly populous earth. Prerequisites: BIO 1801, BIO 1802, and RC 2001 or its equivalent. Lecture three hours.

**BIO 3320. Air Pollution Effects on Plants and People (3).S.**

An in-depth study of the causes and consequences of air pollution throughout the world, including acidic deposition, particulates, visibility problems, and gaseous pollutants such as oxides of nitrogen and sulfur, fluorides, ozone, PAN, and carbon dioxide. The sources of these pollutants and their biological effects will be discussed, as well as their interactions with global climate change. Lecture three hours; will include field trips to experimental sites. Prerequisites: BIO 1201 and BIO 1202, and junior level standing. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 3500. Independent Study (1-4).F;S.**

**BIO 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process at the University level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**BIO 3521. Secondary Science Field Experience (1).F;S.**

A supervised experience in the instructional process at the secondary school level through direct participation in a classroom situation.

Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Required of all teacher-licensure candidates in biology.

**BIO 3530–3549. Selected Topics** (1-4). On Demand.

**BIO 3800. Molecular Biology** (4).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

A study of the basic molecular processes and critical recombinant DNA technologies. This includes: structure and general features of the biological information molecules DNA, RNA and proteins; DNA replication and repair processes; RNA synthesis and processing; protein synthesis and regulation; and basic recombinant DNA technology. The laboratory will include: DNA isolation techniques; restriction analysis; construction of a recombinant DNA molecule and cloning; DNA-DNA hybridization; *in vitro* translation and analysis of the protein; PCR amplification of DNA; DNA sequencing and analysis; and the introduction to computer analysis of DNA, RNA and proteins. Lecture three hours, laboratory three hours. Prerequisites: BIO 1801 and one semester of organic chemistry; and RC 2001 or its equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**BIO 4001. Developmental Biology** (3).S.

An exploration of the molecular and cellular principles underlying the control of embryonic development. This course is designed to provide the student with a fundamental understanding of the molecular and cellular processes controlling animal development and the role that tinkering with these molecular mechanisms likely played in the evolution of metazoan diversity. There will be an emphasis on the experimental techniques used to gain this understanding and the class will incorporate recently published research into a cohesive understanding of the molecular mechanisms of development. Topics include: a general introduction to development; *Drosophila* developmental genetics; master control genes; vertebrate patterning; stem cells; and evolution and development. Students may not receive credit for both BIO 3309 and BIO 4001. Prerequisites: BIO 2600 and either BIO 2400 or BIO 2700.

**BIO 4011. Honors Developmental Biology Seminar** (1).S.

An exploration of the current primary literature relating to the molecular and cellular principles underlying the control of embryonic development. This seminar is designed to introduce the student to critically reading the current scientific primary literature. The presentations will also provide the student the opportunity to become familiar with some of the recent advances and important molecular and cellular experimental techniques currently being used in the field of Developmental Biology. The term paper associated with the seminar will be in the form of a review article focusing on some aspect of the cellular and molecular mechanisms controlling embryonic development and will also require the student to become more familiar with the current primary literature. May be taken for Honors credit or by permission of instructor. Prerequisites: BIO 2600 and either BIO 2400 or BIO 2700. Co-requisite: BIO 4001 Developmental Biology.

**BIO 4240. Aquatic Biology** (4).S.

This course will introduce students to the foundations, key concepts and current topics in freshwater, estuarine, marine and groundwater biology, ecology and management. Students will learn about how these ecosystems are tied to all of earth's life forms and ecosystems as well as humanity's role in global water cycles. Laboratory sessions will be used to develop computer, bench and field skills key to the study of aquatic ecosystems. Students will learn from and interact with personnel from state and federal resource-management agencies, non-government organizations and other stakeholders and develop skills essential to a career as an aquatic scientist. Lecture three hours. Lab three hours. Prerequisites: BIO 3302 or permission of the instructor. [Dual-listed with BIO 5240.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4255. Ethnobotany: Plants, People, and Culture (4).On Demand.**

Ethnobotany is a multidisciplinary field that investigates the relations of people to local plant populations. This course will provide a broad overview of the field, introducing students to methods of data collection and classic topics in the discipline, such as the use of plants as food, as medicine, in ritual, and in manufacture. This course will challenge students to think critically about the process of knowledge formation and the phenomenological encounter with the environment. In required lab sections, students will gain practical experience in plant identification, manufacturing processes, sensory ecology, and local "folk" knowledge of plants. Lecture three hours, nine laboratory sessions of three hours. Students who have previously received credit for ANT 4256 may not enroll in or receive credit for ANT 4255 or BIO 4255. (Same as ANT 4255.)

**BIO 4501. Independent Research** (3).F;S.

*GEN ED: Capstone Experience*

A capstone experience in designing and conducting an independent research project. Students will report the results of their study in the form of a paper appropriate for publication in a scientific journal and will present a public seminar on their research. Prerequisites: senior standing, completion of a junior writing course, and permission of the instructor.

**BIO 4513. Plant Molecular Biology** (4). F. Alternate years.

A study of molecular aspects of plant life, examining features that distinguish plants from other organisms on a cellular and molecular level. The laboratory introduces methods and applications of modern plant science and biotechnology. Students should be familiar with the basic concepts of molecular biology and plant genetics and have some experience in molecular laboratory techniques. Lecture three hours, laboratory three hours. Prerequisites: BIO 3800 or permission of the instructor. [Dual-listed with BIO 5513.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4518. Honors Research** (3). On Demand.

Initiation of a research project in the laboratory, field, or classroom under the supervision of a biology faculty member. At least one semester prior to the start of the research project, the student must formally confer with a thesis advisor and must also submit and have approved a formal research proposal. Prerequisite: admission to the Biology Honors Program.

**BIO 4519. Biology Honors Thesis** (3). On Demand.

*GEN ED: Capstone Experience*

Work, under the supervision of a biology faculty member, on the project begun in BIO 4518 (Honors Research). An oral report on the project will be presented in a public seminar. A written thesis will be approved by a committee comprised, at minimum, of the thesis advisor and another faculty member. (Note: If a student is using the Biology Honors Thesis to fulfill the requirements for University Honors, one member of the committee must be from outside the Department of Biology.) A student who completes the thesis with a grade of "B" or higher will be eligible for "Honors in Biology." Prerequisite: BIO 4518 with a grade of "B" or higher.

**BIO 4550. Nature Study** (3). On Demand.

Study of common plants and animals with emphasis on ecology, collecting techniques and identification. Designed for students with limited biology backgrounds. Not open to biology majors for credit. [Dual-listed with BIO 5505.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4551. Ornithology** (4).S.

The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Lecture and laboratory will emphasize techniques of observing, recording and analyzing data using a research project format. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5551.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4552. Entomology** (4).F.

A study of the insects, including relevant anatomy for identification and physiology for function, with a special emphasis on the ecological roles of insects and their interaction with other organisms. Evolutionary relationships with related arthropods are also covered. Basic taxonomy of the major insect groups is addressed with a required insect collection, which teaches collecting and preservation techniques. Students are involved in basic experimentation that allows for investigating this very diverse animal group. Lecture three hours, laboratory three hours. [Dual listed with BIO 5552.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4555. Plant Physiology** (4).F.

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisites: CHE 1101, CHE 1110 and CHE 1102, CHE 1120. CHE 2201 and CHE 2203 are strongly recommended. Lecture three hours, laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with BIO 5555.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4556. Mycology** (4).F.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5556.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4557. Ichthyology** (4).F.

This course focuses on the ecology, evolution and diversity of fishes. Aspects of fish physiology and behavior will also be covered along with important conservation issues. In the laboratory, students will have the opportunity to learn how to identify major groups of fishes with emphasis on freshwater species. Lecture three hours, laboratory three hours. [Dual listed with BIO 5557.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4558. Taxonomy of the Fleshy Fungi** (3).F. On Demand.

An in-depth study of the fleshy fungi (mushrooms [agarics], chanterelles, hydnums, polypores, and corals) with an emphasis on

morphology, systematics, and ecology. Methods of collection, macroscopic and microscopic dissection, identification, and preservation are covered. Field trips are required. Lecture two hours, and laboratory three hours. [Dual-listed with BIO 5558.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4559. Mammalogy (4).S.**

The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5559.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4560. Herpetology (4).F.**

The history, morphology, systematics, physiology, and distribution of amphibians and reptiles. Methods of collecting, storing, studying and identifying specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4563. Biology of Aging (3).F.**

General study of biological/physiological changes over time in the structure and function of the systems of organisms with emphasis on the human body. Lecture three hours. [Dual-listed with BIO 5563.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4564. Microscopy (4).F.**

A study of the principles and techniques of biological microscopy. Lectures include discussions on preparative techniques for various types of bioimaging, the optical theories behind the imaging technologies, and the structure and function of cellular organelles. Laboratories examine practical techniques of tissue preparation for various kinds of microscopy, the effective use of various types of microscopes, and the interpretation of data obtained from various imaging systems. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5564.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4567. Lichenology (3). On Demand.**

A study of the morphology, diversity, evolution, ecology, physiology, and chemistry of lichens as well as their significance as biological indicators. Field trips are required. Lecture two hours, and laboratory three hours. [Dual-listed with BIO 5567.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4568. Immunology (4).S.**

A study of the immune system with emphasis on cellular interactions involved in the generation of humoral and cell-mediated immune responses. Lecture includes discussions on inflammation, antibody diversity, tissue transplantation, and immunopathologies. Laboratories examine lymphoid tissue organization, lymphocyte function, and antibody-antigen reactions with emphasis on clinical application. Prerequisite or corequisite: BIO 2400. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5568.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4569. Invertebrate Zoology (4).F.**

Students will be introduced to the 34 extant major and minor invertebrate phyla which make up 99% of the Earth's named animal species and virtually 100% of those animals yet undiscovered. The intriguing natural history, symmetry and development, mode of locomotion, nutrition, reproduction, and primary environments of the invertebrates will be discussed. Labs will emphasize invertebrate habitats, field collection, phylogenetic relationships as well as ecological and physiological adaptations and examination of major morphological characteristics. Lecture three hours, laboratory three hours with required field trips. [Dual-listed with BIO 5569.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4570. Parasitology (4).F.**

A survey of protistan, helminthic and arthropod parasites with emphasis on organisms of medical and veterinary importance. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5570.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4571. Plant-Insect Interactions in Terrestrial Ecosystems (4).F. Alternate years.**

A study of the associations between insects and plants, using lecture, class discussions and laboratory exercises. Lecture topics include constraints imposed by plants on herbivorous insects and the strategies insects use to overcome them, pollination biology and ecology and the interplay between biotic and abiotic factors in determining interactions. Laboratory exercises are field-based mini-experiments leading to the development of an individual project with experimentation and paper presentation. Lecture three hours, laboratory three hours. [Dual-listed with BIO 5571.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4572. Virology (3).F.**

The objective of this course is to introduce students to the principles of virology as related to the structure, biochemistry, replication, pathogenesis and control of viruses. There will be an emphasis on disease processes and the interaction of animal viruses. General topics include the chemical and physical properties of viruses, virus classification, cultivation and assay of viruses, pathogenesis, persistent infections, biotechnology, and viruses as a cause of neoplasia. The students' analytical and intuitive skills will be challenged by analyzing figures and data from journal articles in class discussions. Lecture three hours. Prerequisite: BIO 2600. [Dual-listed with BIO 5572.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4575. Ecotoxicology (4).S.**

*GEN ED: Capstone Experience*

This course introduces the various classes of toxicants, their fate within organisms and ecosystems, and the chemical transformations and mechanisms of toxicity. This course will also introduce students to standard lab and field toxicity tests, analysis of toxicity and quantification of toxins, data reduction and analysis, and the power of statistical analyses to identify significant effects. A case study approach will be utilized in lecture and labs to examine the toxic effects of heavy metals, organic compounds, insecticides, and environmental endocrine disrupters. Students will learn about important endpoints and bio-indicators of toxin exposure specific to each class of toxin and how they are used in ecological risk assessment. A service-learning component of the course will require students to conduct group toxicology projects with a local community partner. Lecture three hours, laboratory three hours with some required field trips. Prerequisites: Biology core courses (BIO 1801 and BIO 1802), one semester of organic chemistry, junior level writing in the discipline (WID) course, and senior standing. [Dual-listed with BIO 5575.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4601. Animal Behavior-Ethology (4).S.**

Basic principles of animal behavior are approached from an evolutionary perspective. Topics such as instinct, learning, biological clocks, sociobiology, communication and physiological mechanisms of behavior are stressed. Laboratory emphasizes techniques of observing, recording, and analyzing behavior using a research project format. Lecture three hours, laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with BIO 5601.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4700. Seminar in Biological Science (3).F;S.**

*GEN ED: Capstone Experience*

A capstone experience in a seminar format. Students will be expected to read seminal articles, monographs, and books from the scientific literature, prepare synthesis papers drawing together ideas from several sources, and present their topics to the seminar group and participate in discussion. Prerequisites: senior standing, completion of a junior writing course, and permission of the instructor.

**BIO 4900. Internships in Biology (1-6).F;S.**

Practical biological experiences in federal, state, and local agencies. Graded on an S/U basis. [Dual-listed with BIO 5900.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BIO 4910. Capstone Internship in Biology (3).F;S.**

*GEN ED: Capstone Experience*

A capstone experience in a commercial/industrial setting, research laboratory, or research facility, or in a federal, state, or local government agency. Students will be expected to complete a significant project developed in conjunction with the cooperating outside facility or agency, will keep a daily journal of their internship experience, and will report the results of their internship in a public seminar. Prerequisites: senior standing, completion of a junior writing course, and permission of the instructor.

**GENERAL SCIENCE (GS)****GS 3300. Educational Applications of Science Concepts (3).F;S.**

This course is designed to address science concepts relevant to K-12 teachers in the realms of physical, biological, and earth sciences. Pedagogy reflects styles used in K-12 classrooms: emphasis on inquiry, concept development, quantitative applications, and technology. Course content aligns with the North Carolina Standard Course of Study, the National Science Education Standards, and the Frameworks for 21st-Century Learning. Prerequisites: MAT 1010 or higher and at least sophomore standing.

**GS 3500. Independent Study (1-4). On Demand.****GS 3530-3549. Selected Topics (1-4). On Demand.**



**GS 4403. Teaching Science in Middle and High Schools (3). F:S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course is for the prospective middle/high school science teacher and it focuses on effective instructional strategies for teaching principles associated with major school science disciplines. Emphasis is placed on planning, science process skills, inquiry-based instruction, hands-on/minds-on activities, improvising materials, demonstrations, and assessment techniques. Special emphasis is also placed on the North Carolina Standard Course of Study and the Next Generation Science Education Standards. A minimum of 15 hours of experience in public school classrooms will be required as part of this course. It is STRONGLY ADVISED that all other requirements for licensure (except student teaching) be completed prior to this course. [Dual-listed with GS 5403.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. Prerequisite: RC 2001 or its equivalent.

**GS 4404. The Meaning and Nature of Science (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

The goal of this course is to help students develop a sound understanding of the nature of science, the process of scientific inquiry, and the reciprocal relationship between science and society through a critical examination of the history of science since the Renaissance. Lecture three hours. [Dual-listed with GS 5404.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. Prerequisite: RC 2001 or its equivalent.

**The A.R. Smith Department of Chemistry (CHE)***Claudia P. Cartaya-Marin, Chair**Carol M. Babyak**Nicole S. Bennett**Jennifer P. Cecile**Brooke E. Christian**Matthew B. Culpepper**Megen A. Culpepper**Margaret A. Donoghue**Patrick J. Donoghue**Michael S. Hambourger**Amanda C. Howell**Keith S. Learn**Wendy L. Lewis**P. Kumudu Peiris**Libby G. Puckett**Michael B. Ramey**Alexander D. Schwab**Nicholas N. Shaw**Samuella B. Sigmann**Brett F. Taubman**Bridget Tuberty**Dieter Weber**Aruna G. Weerasinghe**Dale E. Wheeler**Marilou Wheeler**Stephen D. Williams**Nancy Wilson**Lauren Woods**Robert J. Yoblinski*

The objectives of the A.R. Smith Department of Chemistry are to prepare students in chemistry for careers in industry, government service, high school and junior college level teaching and for continuing study in chemistry and related areas at the graduate or professional school level. The department also strives to provide a basic understanding of the principles of chemistry and physical science related to all areas of scientific study and to provide the student with an appreciation for the impact of science and technology in today's society.

**The Bachelor of Arts degree in Chemistry (216A/40.0501)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-ba-216a-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-ba-216a-2016-2017)

**The Bachelor of Science degree in Chemistry (214\*/40.0501)**

For the Bachelor of Science degree in Chemistry, students must select one of the following concentrations in a career support area. The concentration must be approved by the department upon entering the Bachelor of Science degree in Chemistry.

**Certified Chemist concentration (214B)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-certified-chemist-214b-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-certified-chemist-214b-2016-2017)

**Environmental concentration (214G)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-environmental-214g-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-environmental-214g-2016-2017)

**Fermentation Sciences concentration (214I)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-fermentation-sciences-214i-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-fermentation-sciences-214i-2016-2017)

**Forensic Science concentration (214H)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-forensic-science-214h-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-forensic-science-214h-2016-2017)

**Individually Designed concentrations (214F)**

Additional concentrations to prepare the chemistry major to pursue other career opportunities may be developed in consultation with the chair of the Department of Chemistry and must be individually approved.

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-individually-designed-214f-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-individually-designed-214f-2016-2017)

**Marketing and Business concentration (214D)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-marketing-and-business-214d-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-marketing-and-business-214d-2016-2017)

**Preprofessional and Paramedical concentration (214E)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-preprofessional-and-paramedical-214e-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-preprofessional-and-paramedical-214e-2016-2017)

**Secondary Education (214J) [T]**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-bs-secondary-education-214j-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-bs-secondary-education-214j-2016-2017)

All junior and senior students majoring in chemistry are expected to participate in weekly seminar discussion periods each semester in residence.

**A minor in Chemistry (214/40.0501)**

The program of study is available at: [www.programsofstudy.appstate.edu/chemistry-minor-214-2016-2017](http://www.programsofstudy.appstate.edu/chemistry-minor-214-2016-2017)

**The undergraduate certificate in Forensic Science (141A/43.0106)**

The program of study is available at: [www.programsofstudy.appstate.edu/forensic-science-certificate-141a-2016-2017](http://www.programsofstudy.appstate.edu/forensic-science-certificate-141a-2016-2017)

**Honors Program in Chemistry**

The A. R. Smith Department of Chemistry offers an honors program in chemistry. Admission to the honors program requires completion of CHE 1102/CHE 1120 (Introductory Chemistry II lecture and laboratory) and a minimum grade-point average, both overall and in chemistry, of 3.20. To graduate with "honors in chemistry," a student must have a minimum grade point average of 3.45, overall and in chemistry, and must take a minimum of nine semester hours of chemistry with honors at the 2000 level or above with each course grade a "B" or better. The required honors thesis in chemistry is a three-credit sequence that consists of one credit of CHE 4000 (Chemistry Seminar with honors) and two credits of CHE 4510 (Chemistry Honors Thesis); the two credits for CHE 4510 must take place in two different semesters with one credit each semester. The chemistry honors thesis must be approved by two readers from the Department of Chemistry in order to graduate with honors in chemistry.

**Courses of Instruction in Chemistry (CHE)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

**CHEMISTRY (CHE)****CHE 1101. Introductory Chemistry I (3).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Chemistry: Connections to Our Changing World")*

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Lecture three hours. Corequisite or prerequisite: CHE 1110. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**CHE 1102. Introductory Chemistry II (3).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Chemistry: Connections to Our Changing World")*

A study of properties of solutions, acid-base concepts, equilibria, elementary thermodynamics, elementary kinetics, electrochemistry. Lecture three hours. Prerequisites: CHE 1101 and CHE 1110; corequisite or prerequisite: CHE 1120. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**CHE 1110. Introductory Chemistry Laboratory I (1).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Chemistry: Connections to Our Changing World")*

Laboratory experiments to supplement the study of the topics listed under CHE 1101. Laboratory three hours. Corequisite or prerequisite: CHE 1101.

**CHE 1120. Introductory Chemistry Laboratory II (1).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Chemistry: Connections to Our Changing World")*

Laboratory experiments to supplement the study of the topics listed under CHE 1102. Laboratory three hours. Corequisite or prerequisite: CHE 1102.

**CHE 2000. Sophomore Research (1).F;S.**

Independent research under the direct supervision of a faculty member. Three hours per week of laboratory work, regular progress reports, and a final written report are required. Prerequisite: CHE 1120 or permission of the instructor.

**CHE 2101. Fundamentals of Organic Chemistry (3).F;S.**

A study of the fundamental concepts and basic physical and chemical properties of the major classes of the compounds of carbon. Emphasis is placed upon the importance of these groups in living systems and in everyday life. Lecture three hours. Prerequisites: CHE 1102 and CHE 1120; corequisite or prerequisite: CHE 2102. This course is not an appropriate prerequisite for CHE 2202.

**CHE 2102. Fundamentals of Organic Chemistry Laboratory (1).F;S.**

Introduction to basic laboratory practice in the synthesis, identification, and purification of organic compounds utilizing common organic laboratory techniques. Laboratory three hours/half semester. Prerequisites: CHE 1102 and CHE 1120; corequisite or prerequisite: CHE 2101.

**CHE 2201. Organic Chemistry I (3).F;S.**

First course of a two-semester sequence in organic chemistry. An in-depth study of structure, bonding, properties and stereochemistry of carbon compounds. Introduction to classes of organic compounds and their nomenclature, reaction mechanisms and organic synthesis will also be introduced. Lecture three hours. Prerequisites: CHE 1102 and CHE 1120; prerequisite or corequisite: CHE 2203.

**CHE 2202. Organic Chemistry II (3).F;S.**

Second course of a two-semester sequence in organic chemistry. Continuing coverage of the classes of organic compounds. Detailed coverage of spectroscopy, carbonyl compounds (aldehydes, ketones, carboxylic acids and derivatives), and amines. Amino acids, carbohydrates and proteins will also be introduced. Reaction mechanisms, organic synthesis and spectroscopy will be emphasized. Lecture three hours. Prerequisites: CHE 2201 and CHE 2203 (with a minimum grade of "C-" in each). Corequisite or prerequisite: CHE 2204.

**CHE 2203. Organic Chemistry Laboratory I (1).F;S.**

Laboratory practice in the synthesis of organic compounds and the use of common laboratory techniques. Laboratory three hours. Prerequisites: CHE 1102 and CHE 1120; corequisite or prerequisite: CHE 2201 or written permission from the department chair.

**CHE 2204. Organic Chemistry Laboratory II (1).F;S.**

Laboratory practice in synthesis, separations, practical spectroscopy, and determination of unknowns. Laboratory three hours. Prerequisites: CHE 2201 and CHE 2203 (with a minimum grade of "C-" in each). Corequisite or prerequisite: CHE 2202.

**CHE 2210. Quantitative Analysis (3).F;S.**

An introduction to analytical chemistry, including a rigorous examination of facets of homogeneous and heterogeneous equilibrium; electrochemical, spectrophotometric, gravimetric, and chromatographic analysis; and evaluation of data. Lecture three hours. Prerequisites: CHE 1102 and CHE 1120. Corequisite or prerequisite: CHE 2211.

**CHE 2211. Quantitative Analysis Laboratory (1).F;S.**

An introduction to analytical chemistry techniques of volumetric, gravimetric, potentiometric, chromatographic, and spectroscopic analysis. The basic methods of quantitative analysis are introduced and practiced with laboratory unknowns. Laboratory four hours. Corequisite or prerequisite: CHE 2210.

**CHE 2400. Introduction to Forensic Chemistry and Criminalistics (3).F.**

Introduction to forensic chemistry, including utilization of physical evidence in law enforcement, processing a crime scene, the application of chemistry techniques in the identification and analysis of physical evidence (drugs, blood, fire residues, glass, soil, ink, etc.), forensic toxicology, forensic microscopy, and forensic aspects of arson. Techniques such as chromatography, ultraviolet-visible and infrared spectroscopy, refractive index measurements, breath-analyzers, DNA fingerprinting, and blood-typing will be discussed. Prerequisites: CHE 1102 and CHE 1120.

**CHE 2500. Independent Study (1-4).F;S.****CHE 2525. TA in Introductory Chemistry (1).F;S.**

A supervised experience in the instructional process at the post-secondary school level through direct participation in a laboratory setting. Graded on an S/U basis. Prerequisites: CHE 1101, CHE 1110, CHE 1102, and CHE 1120. May be repeated for a total credit of two semester hours.

**CHE 2526. Chemical Safety (1).S.**

This course will focus on chemical safety education for students interested in careers in fields involving chemicals and chemical processes. This course will emphasize the in-depth development of "A Safety Culture." The areas of risk reduction and worker protection, government agencies and regulations, and safe chemical management will be addressed. The primary focus will be on best practices in the academic laboratory and The Laboratory Standard, but industry standards will also be covered. Prerequisites: CHE 1101 and CHE 1110 or permission of the instructor.

**CHE 2530–2549. Selected Topics (1-4). On Demand.****CHE 2550. Introduction to Environmental Chemistry (3).F.**

An introduction to environmental issues as seen through a chemical perspective. A broad survey of the biosphere, hydrosphere, lithosphere, atmosphere, and energy will be conducted. Specific topics include toxic organic compounds, pesticides, environmental endocrine disruptors, metal pollution, natural water chemistry, water pollution and purification, soil chemistry, soil contamination and remediation, the ozone hole, smog, global warming, alternative fuels, and renewable energy. Lecture three hours. Prerequisites: CHE 2101 and CHE 2102, or CHE 2201 and CHE 2203.

**CHE 3000. Introduction to Chemical Research (1).F;S.**

An introduction to the techniques and methodology of chemical research. Topics include survey of the chemical literature; information retrieval services; making effective oral presentations, and ethics and safety in the chemical laboratory. This course requires formal speaking. Prerequisites: CHE 2101 or CHE 2202 and CHE 2210.

**CHE 3301. Physical Chemistry I (3).F.**

Physical Chemistry is built upon four major theoretical principles: thermodynamics, kinetics, quantum mechanics, and statistical mechanics. Physical Chemistry I covers an introduction to thermodynamics and kinetics. Lecture three hours. Prerequisites: CHE 2210, CHE 2211, MAT 1120, PHY 1150, and PHY 1151.

**CHE 3302. Physical Chemistry II (3).S.**

Physical Chemistry is built upon four major theoretical principles: thermodynamics, kinetics, quantum mechanics, and statistical mechanics. Physical Chemistry II covers an introduction to quantum mechanics and statistical mechanics. Lecture three hours. Prerequisite: CHE 3301.

**CHE 3303. Physical Chemistry I Laboratory (1).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

Experimental investigations which supplement the study of the topics in Physical Chemistry I. Applications of computer techniques for data reduction and manipulation will be introduced and utilized. Laboratory three hours. Prerequisites: CHE 2210, CHE 2211, MAT 1120, PHY 1150, PHY 1151, and RC 2001 or its equivalent. Corequisite or prerequisite: CHE 3301.

**CHE 3304. Physical Chemistry II Laboratory (1).S.**

Experimental investigations which supplement the study of the topics in Physical Chemistry II. Applications of computer techniques for data reduction and manipulation will be introduced and utilized. Laboratory three hours. Prerequisite: CHE 3303. Corequisite or prerequisite: CHE 3302.

**CHE 3400. Junior Research (1).F;S.**

Independent research under the direct supervision of a faculty member. Three hours per week of laboratory work, regular progress reports, and a final written report are required. Prerequisite: CHE 2000 or permission of the instructor.

**CHE 3404. Inorganic Chemistry (3).F.**

The fundamentals of atomic theory and valence bond, ligand field and molecular orbital theories for interpretation of chemical bonding are considered in detail. Applications of these theories to the magnetic and spectral properties, structure, stability, and reaction mechanisms of inorganic compounds are examined, with emphasis on the transition metals. Symmetry and group theory are used to describe relevant physical and spectral information about molecules, orbital symmetries, allowed transitions between energy levels, and bond orders. The role of metal atoms in organometallic and bioinorganic molecular systems is considered. Lecture three hours. Prerequisites: CHE 2101/2102 or CHE 2202/2204; CHE 2210/2211.

**CHE 3405. Inorganic Chemistry Laboratory (1).F.**

Experimental investigations which supplement the study of inorganic chemistry. Students will use a variety of methods to synthesize inorganic compounds and analyze them using techniques including magnetic susceptibility, multinuclear NMR, UV-Vis spectroscopy, infrared spectroscopy, and electrical conductance. Laboratory three hours. Corequisite or prerequisite: CHE 3404.

**CHE 3500. Independent Study (1-4).F;S.****CHE 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process at the University level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**CHE 3521. Secondary Science Field Experience (1).F;S.**

A supervised experience in the instructional process at the secondary school level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Required of all teacher-licensure candidates in chemistry.

**CHE 3530-3549. Selected Topics (1-4). On Demand.****CHE 3560. Instrumental Methods of Analysis (3).S.**

A study of some of the modern instrumental methods of analysis including electrochemistry, atomic and molecular spectroscopy, magnetic resonance spectrometry, mass spectrometry and gas chromatography. Lecture three hours. Prerequisite: CHE 3301, CHE 3303. Corequisite or prerequisite: CHE 3561.

**CHE 3561. Instrumental Methods of Analysis Laboratory (1).S.**

Experimental investigations involving spectroscopic, electrochemical, and chromatographic measurements to enhance the understanding of sampling, sample preparation, data reduction, use of analytical instrumentation and data interpretation. Computational techniques for data reduction and modeling will be required. Laboratory three hours. Corequisite or prerequisite: CHE 3560.

**CHE 4000. Chemistry Seminar (1).F;S.**

*GEN ED: Capstone Experience*

A senior capstone experience on the presentation and discussion of current chemical topics. Oral and written reports are required. Prerequisites: CHE 3000, CHE 3301 and CHE 3303.

**CHE 4200. Brewing Science and Analysis (4).S.**

This course will provide a rigorous coverage of the chemical and physical processes that go into brewing malted beverages, including coverage of the hops, malt, and yeast varieties and how they are combined to produce specific styles and flavors of beers. Flavor and aroma compounds will be quantified by students using appropriate instrumental techniques. Lecture three hours, laboratory three hours. Prerequisites: CHE 2210 and CHE 2211. (Same as FER 4200.)

**CHE 4400. Senior Research (1).F;S.**

A laboratory research project under the supervision of a faculty member. An oral report of the work in progress will be made at the regular seminar and a written report of the results is to be submitted to the chemistry faculty upon completion. May be completed abroad at a university with which Appalachian has an articulation agreement with approval of the department chair. Laboratory four hours (minimum). Prerequisite: CHE 4000 or permission of the instructor. May be repeated once for credit.

**CHE 4510. Chemistry Honors Thesis (1).F;S.**

Independent study and research for an honors thesis directed by a faculty member of the A.R. Smith Department of Chemistry. Prerequisite: completion of three honors credit hours in chemistry and a minimum grade point average of 3.45 overall and in chemistry. Prerequisite or corequisite: CHE 4000 with honors. All honors students must earn a minimum of two credits of CHE 4510; these hours must take place in two different semesters with one credit each semester. To complete the honors thesis requirements, a written thesis must be submitted to and approved by the thesis committee.

**CHE 4580. Biochemistry I (3).F;S.**

This course covers the properties of amino acids, proteins, carbohydrates, lipids and nucleic acids and presents a brief introduction to enzymology. Major emphasis is on the chemistry of biological compounds. An introduction to intermediary metabolism is also presented. Prerequisite: CHE 2101 or CHE 2202. Lecture three hours. [Dual-listed with CHE 5580.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CHE 4581. Biochemistry I Laboratory (1).F;S.**

Experimental investigations which supplement the study of the topics in biochemistry. Prerequisite: CHE 2102 or CHE 2204 (or equivalent); co- or prerequisite: CHE 4580 or CHE 5580 (or equivalent). Laboratory three hours. [Dual-listed with CHE 5581.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CHE 4582. Biochemistry II (3).S.**

This course will cover the intermediary metabolism of amino acids, nucleic acids, carbohydrates and lipids. Metabolic pathways and their associated enzymes are emphasized. Prerequisite: CHE 4580 with CHE 3301 recommended but not required. Lecture three hours. [Dual-listed with CHE 5582.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CHE 4590. Spectral Interpretations (2).F.**

A study of the use of spectral data for the identification of organic compounds. Techniques will include UV, IR, NMR, MS, ORD and CD in the identification process. Prerequisites: CHE 2202 and CHE 2204. Lecture two hours.

**CHE 4595. NMR Spectroscopy (2).S.**

The lecture portion of the course will cover basic nuclear magnetic resonance spectroscopy theory and practice, with particular attention given to the instrumentation available in the department. The laboratory portion of the course will focus on learning to utilize the NMR instrumentation available in the department. Prerequisite: CHE 4560 or CHE 4590. Lecture one hour, laboratory three hours.

**CHE 4600. Selected Topics (1-4). On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: upper-division status or departmental permission.



**CHE 4610. History of Chemistry (3).S.**

A study of the development of chemistry as a science with emphasis on the development of basic concepts, ideas and theories. Prerequisite: a year of introductory chemistry. Lecture three hours.

**CHE 4620. Environmental Chemistry (4).S.**

*GEN ED: Capstone Experience*

A capstone course for students pursuing a concentration in Environmental Chemistry, this course will focus on the wide diversity of subject matter required by this major. The course will involve discussions and applications of air, water and soil chemistry while giving the student an appreciation of the scientific, legal, political and economic issues inherent in Environmental Chemistry. Lecture three hours, laboratory three hours. Prerequisites: CHE 3301, CHE 3303, CHE 3560, CHE 3561, STT 3850.

**CHE 4630. Forensic Toxicology (3).S.**

This course provides an introduction to forensic toxicology. Topics include the history of toxicology, basic classification of illicit drugs, pharmacokinetics, pharmacodynamics, the isolation and analyses of these drugs in a forensic setting, and specific analyte categories. Lecture three hours. Prerequisite: CHE 2101 or CHE 2202.

**CHE 4640. Analytical Methods in Forensic Chemistry (4).F.**

This course provides an in-depth discussion of forensic analysis. Topics include analytical tools, statistical analysis, principles of separations and spectroscopy, and the analysis of drugs, arson samples, explosives, paints, and fibers. The course will expand upon CHE 3560 (Instrumental Methods of Analysis) in that the basics learned in that course will be used specifically for forensic analysis. Lecture three hours, laboratory three hours. Prerequisites: CHE 3560 and CHE 3561.

**CHE 4800. Forensic Microscopy (4).S.**

This course covers the fundamentals of microscopy and introduces various methods and applications for forensic analysis of trace evidence, including Kohler illumination, micrometry, crystallization methods, microchemical testing, refractive index measurements, crystal optics, interference figures, fusion methods, bacterial and tissue staining, and electron microscopy. Lecture three hours, laboratory three hours. Prerequisite: CHE 2202 or permission of the instructor.

**CHE 4900. Internship in Chemistry (1-12).F;S.**

*GEN ED: Capstone Experience*

Independent, supervised work in applied chemistry at an approved industrial, quality control, analysis, or production facility. Appropriate entities include, but are not limited to, commercial businesses and governmental agencies. May be taken for a maximum of 12 semester hours, with a maximum of 6 semester hours credit per summer session. Only three of those hours will count toward major requirements. Prerequisite: CHE 3303. Graded on an S/U basis.

## Department of Computer Science (CS)

*James T. Wilkes, Chair*

*E. Frank Barry  
Jay B. Fenwick, Jr.  
Patricia Johann*

*Alice A. McRae  
Cindy A. Norris  
Dolores A. Parks*

*R. Mitchell Parry  
C. Ray Russell  
Rahman Tashakkori*

Computer science is a rapidly evolving discipline that ranges from theoretical studies of algorithms to practical problems of design and implementation of efficient, reliable software and hardware systems. Computer science intermingles theoretical concepts with modern practical applications of the science.

The Computing Accreditation Commission lists computing theory, algorithms and data structures, programming methodology and languages, computer elements and architecture as the crucial areas of computer science. Other areas include software engineering, artificial intelligence, database systems, computer networking, parallel and distributed systems, computer-human interaction, computer graphics, operating systems, and numerical and symbolic computation.

Graduates in computer science are prepared for graduate study in computer science or for work in the computing industry. Open positions in industry continually outpace the number of computer science graduates. This shortage has created outstanding career opportunities for computer science graduates.

Every computer science major is assigned a faculty member from the department as an advisor. Advisors assist students in developing schedules, choosing electives, and preparing for professional life. Degree candidates should seek approval of their program of study as early as possible in their career, but no later than three semesters before they intend to graduate. For additional information, contact the chairperson of the Department of Computer Science.

### **The Bachelor of Science degree in Computer Science (219A/11.0701)**

*This program is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 — Telephone: (410) 347-7700.*

The program of study is available at: [www.programsofstudy.appstate.edu/computer-science-bs-219a-2016-2017](http://www.programsofstudy.appstate.edu/computer-science-bs-219a-2016-2017)

### **Minor in Computer Science (219/11.0701)**

A minor in Computer Science consists of 12 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/computer-science-minor-219-2016-2017](http://www.programsofstudy.appstate.edu/computer-science-minor-219-2016-2017)

### **Honors Program in Computer Science**

The Department of Computer Science maintains an honors program to provide highly-motivated and academically outstanding students the opportunity to study with like-minded peers and to conduct independent research that results in a senior honors thesis/project. Students may apply for admission to the departmental honors program by submitting an application to the chair of the departmental honors committee. Admission decisions are made by the honors committee. To graduate with "honors in computer science," students must: complete nine (9) semester hours of honors coursework in computer science at the 2000 level or higher including CS 4510, Senior Honors Thesis; earn a grade of "B" or higher in every departmental honors course used to satisfy the above requirement; and, achieve a GPA of 3.45 in the computer science major at graduation.

### **M.S. in Computer Science**

The Department of Computer Science offers a Master of Science degree in Computer Science. Persons interested in this program should consult the *Graduate Bulletin* for further information.

## Courses of Instruction in Computer Science (CS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### COMPUTER SCIENCE (CS)

#### **CS 1100. Discrete Mathematics** (3).F;S.

A study of discrete mathematics as it applies to computer science. Concepts covered include number systems, sets, logic, Boolean algebra, digital circuits, combinatorics, relations, functions, vectors, matrices, graphs, and induction proofs. Prerequisite: MAT 1020 or MAT 1025 or equivalent with a grade of "C-" or higher.

#### **CS 1410. Introduction to Computer Applications** (2).F;S.

CS 1410 DOES NOT FULFILL REQUIREMENTS FOR COMPUTER SCIENCE MAJORS. This course provides students the opportunity to gain knowledge in and experience with information and communication technology to help them be successful in the modern world. Following this course, students will be able to use common software applications for processing, communicating, finding, and sorting information. CS 1410 is not open to students with credit for CS 1440. Prerequisite: passing the math placement test or successful completion of MAT 0010.

#### **CS 1425. Overview of Computer Science** (3).F;S.

This course provides an overview of computing fundamentals using the world-wide web as a platform. Topics include: number systems, von Neumann architecture, XHTML, client-side web programming using a scripting language such as JavaScript, and server-side web programming using a scripting language such as PHP. No previous programming experience is expected. CS 1425 is not open to students with credit for CS 2440. Corequisite: MAT 1020 or MAT 1025 or equivalent.

#### **CS 1440. Computer Science I** (4).F;S.

A first programming course using an object-oriented language. Emphasis is placed on problem-solving and appropriate programming standards. Topics include: classes, objects, data types, expressions, conditional statements, loops, strings, arrays, collections, debugging, inheritance, and polymorphism. Lecture three hours, laboratory two hours. Prerequisite: MAT 1020 or MAT 1025 or equivalent with a grade of "C-" or higher. Students with doubts about their mathematics and computing background should consider taking CS 1425 first.

#### **CS 1445. Introduction to Programming with Interdisciplinary Applications** (4).On Demand.

##### *GEN ED: Quantitative Literacy*

This course provides an introduction to problem solving and programming using tools such as MATLAB. The course emphasizes computational methods to solve scientific problems. Topics include: control structures, data types (including structures and arrays), parameterized procedures and recursion, as well as simple I/O control. Prerequisite: MAT 1020 or MAT 1025 or equivalent with a grade of "C-" or higher. Students with doubts about their mathematics and computing background should consider taking CS 1425 (Overview of Computer Science) as a prerequisite to CS 1445.

#### **CS 1530–1531. Selected Topics** (1–4). On Demand.

#### **CS 2440. Computer Science II** (4).F;S.

This course follows CS 1440 (Computer Science I). The course introduces students to advanced programming concepts through the development of small to medium sized projects using software component libraries. Topics emphasize conceptual understanding and applications and include inheritance, polymorphism, recursion, interfaces, collections, stream I/O, exceptions, graphical interfaces, and threads. Lecture three hours, laboratory two hours. Prerequisite: CS 1440 or CS 1445 with a grade of "C" or higher. Corequisite: CS 1100.

#### **CS 2450. Introduction to Computer Systems** (3).F;S.

This course includes data representation, digital logic, digital circuits, instruction set architecture, and assembly language programming. Prerequisite: CS 2440 with a grade of "C" or higher.

#### **CS 2490. Introduction to Theoretical Computer Science** (3).F;S.

This course provides a rigorous but intuitive introduction to computer theory. Topics covered include formal languages, regular expressions, finite automata, grammars, pushdown automata, and Turing machines. Prerequisite: CS 2440 with a grade of "C" or higher.

**CS 3100. Junior Seminar (2).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Students develop writing skills in the context of computer science including technical reports, software documentation, user manuals, correspondence, and writing for the web. Ethical, legal, social, historical, and global issues provide a context for the assignments. Prerequisite: CS 2440 or its equivalent, RC 2001 or its equivalent.

**CS 3240. Mobile Device Programming (3).F.** Even-numbered years.

Hands-on, experiential exposure to developing applications for modern mobile platforms (for example, Android or iOS). Topics include platform framework, process life cycle, fundamental user interface components and layouts, databases and content providers, services, widgets, testing, and debugging. Modern development tools are used. Students work individually on prepared projects and in small teams to build a custom project. Prerequisite: CS 2440.

**CS 3430. Database (3).F;S.**

This course covers the design, organization, representation, and manipulation of databases. Topics include the relational model, data definition, data manipulation, queries (SQL), communication and representation (XML), design concepts, security, and integrity. Prerequisite: CS 2440 with a grade of "C" or higher.

**CS 3440. Client-side Web Programming (3).F.**

This course covers client-side graphical user interface programming using current internet technologies including browser scripting languages, GUI presentation, asynchronous server communication, event handling, and XML processing. A major individual project is required. Prerequisite: CS 2440 with a grade of "C" or higher.

**CS 3460. Data Structures (3).F;S.**

The use and implementation of various information structures are studied, including arrays, stacks, queues, linked lists, trees and graphs. Prerequisite: CS 2440 with a grade of "C" or higher.

**CS 3463. Simulation (3).** On Demand.

Digital simulation of discrete systems. Simulation design. Statistical analysis and interpretation of simulation output. Simulation of computer and physical systems. Simulation languages. Prerequisites: CS 3460 and STT 2810.

**CS 3481. Computer Systems I (3).F;S.**

The hardware and software components of computer systems are studied. Included are those aspects of computer systems that are essential to highly skilled programmers: data representation and operations, source code implementation, processor architecture, program optimization, memory hierarchy, linking, exceptional control flow, and virtual memory. Lecture two hours, laboratory three hours. Prerequisites: CS 2450 and CS 2490. Corequisite: CS 3460.

**CS 3482. Computer Systems II (3).F;S.**

Continuation of CS 3481. Lecture two hours, laboratory three hours. Prerequisites: CS 3481 and CS 3460.

**CS 3490. Programming Languages (3).F;S.**

This course covers the theory of programming language design and implementation. Languages representative of object-oriented, functional and logic paradigms are discussed and compared. Prerequisites: CS 2490 and CS 3460.

**CS 3500. Independent Study in Computer Science (1-3).** On Demand.

This course helps the student advance, through study under the direction of a faculty member, in the area(s) of special interest in computer science. It may be taken only after a minor in computer science is completed.

**CS 3515. Junior Honors Seminar (3).F.**

Selected topics in computer science. Enrollment by permission of the departmental honors committee. May be repeated for credit when content is not duplicated. Prerequisites: change with topic but always include CS 2450 and CS 2490.

**CS 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**CS 3530–3549. Selected Topics (1–4).** On Demand.

**CS 3667. Software Engineering (3).F;S.**

This course covers the design and implementation of software systems. Topics include requirements analysis, object design, system design, frameworks and patterns, and implementation and testing issues. Prerequisite: CS 2440 with a grade of "C" or higher.

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**CS 3750. Applied Neural Networks (3).** On Demand.

This project-oriented course provides an opportunity for students to learn and apply neural networks techniques to solve a variety of problems from different disciplines, applying such techniques in pattern recognition, time series prediction, data mining, and optimization problems. Focus is on some applications of artificial neural networks in the real world. Prerequisites: CS 1440 with a grade of "C" or higher and MAT 2240.

**CS 3760. System Administration and Security (3).** On Demand.

Addresses local and global security issues with computers using different operating systems in a networked environment. Assignments allow student teams to experience a variety of administration responsibilities including installation, operation, and management. Prerequisite: CS 3460 with a grade of "C" or higher. Unix experience recommended.

**CS 3770. Computational Cryptography (3).**S.

This course explores the theory and implementation of modern cryptographic systems and their application to network security. Topics include: symmetric ciphers, encryption standards, public key encryption, key management, cryptanalysis, and network security. Programming projects involve the implementation of cryptographic systems. Prerequisite: CS 3460.

**CS 4100. Senior Seminar (2).**F;S.

A broad, systematic coverage of current ethical issues facing computer scientists. Current and historical cases from both local and global perspectives are examined. Professional development activities are required including mock interviews and resume writing. Prerequisites: CS 3100 and senior standing in computer science or permission of the instructor.

**CS 4435. Server-side Web Programming (3).**S.

This course introduces the technologies for implementing secure, high performance, and sophisticated web sites. Topics may include: installation and configuration of a web server, client/server web applications with database backends, web development frameworks, web services, web data formats, and content management systems. Prerequisites: CS 3430 and CS 3440.

**CS 4440. Artificial Intelligence (3).**S.

This course covers various topics in artificial intelligence. Topics may also include knowledge representation and manipulation, heuristic programming, expert systems, robotics, machine learning, or natural language processing. Prerequisite: CS 3460.

**CS 4450. Data Communications and Networking (3).**F. Odd-numbered years.

Introduction to data transmission concepts and techniques; channel characteristics; encoding methods; line control and error detection/correction protocols; circuit, message, and packet switching; layered network architectures and protocols; addressing, routing and flow control strategies; access methods; performance criteria and tradeoffs. Prerequisite: CS 3481.

**CS 4465. Computer Graphics (3).**S. Even-numbered years.

Fundamental concepts of computer graphics. Topics include hardware and software systems, scan conversion of graphics primitives, color and color perception, modeling of curves and surfaces, clipping, antialiasing, model-view and projection transformations, light and shading, and hidden surface removal. Prerequisites: CS 3460 and MAT 2240.

**CS 4510. Senior Honors Thesis (1-3).**F;S.

*GEN ED: Capstone Experience*

Independent study and research. Hours are 1-3 semester hours per semester for three semester hours total with a preferred format of one semester hour the first semester and two semester hours the second semester of the senior year. Thesis must be directed by a member of the Department of Computer Science faculty and presented both orally and in writing to the department. Enrollment by permission of the Departmental Honors Committee. Course grade will be determined by the thesis advisor and the Departmental Honors Committee. Prerequisites: completion of six semester hours of departmental honors courses at the 2000 level or higher with a grade of "B" or higher in each.

**CS 4520. Operating Systems (4).**S.

An in-depth study of the design and implementation of operating systems including device drivers, process management, memory management, and security issues. Lecture three hours, laboratory three hours. Prerequisite: CS 3482. [Dual-listed with CS 5520.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CS 4550. Theoretical Computer Science (3).**S. Even-numbered years.

A rigorous treatment of theoretical aspects of computer science, including formal definition of the notion of an algorithm, abstract machines, and formal grammars. Prerequisite: CS 2490. [Dual-listed with CS 5550.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CS 4570. Human-Computer Interfaces** (3).S. Even-numbered years.

This course covers topics from psychology and computer science related to the design and evaluation of human-computer interfaces (HCI). Topics include: understanding the user audience, HCI architectures, design issues related to various interface components, measuring HCI usability, incorporating HCI design into system development, and social issues. Students are required to complete a group project in HCI presented in written form and orally to the class. Prerequisite: permission of the instructor. [Dual-listed with CS 5569.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CS 4620. Real-time Systems** (4).S. Odd-numbered years.

Real-time hardware and software. Analog and digital data acquisition and reduction. Real-time algorithms and data structures. Advanced programming concepts including double buffering, interrupts, signal handlers, processes and threads, inter-process communication, synchronization, and the operating system kernel. Lecture three hours, laboratory three hours. Prerequisite: CS 3482.[Dual-listed with CS 5620.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CS 4740. Digital Image Processing** (3). On Demand.

This course provides an opportunity for students to learn digital image processing techniques. Students apply these techniques to images from different fields of science, engineering, and medicine. The course covers image acquisition and display, properties of the human visual system, sampling and quantization, color image representations, image enhancement, image transformations, image compression, and image restoration. Prerequisites: CS 1440 with a grade of "C" or higher and MAT 2240. [Dual-listed with CS 5740.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CS 4800. Capstone Project** (3).F;S.

*GEN ED: Capstone Experience*

The senior capstone project provides the student an independent and collaborative software development experience with a significant project. The course introduces aspects of project management, requirements analysis, and the software lifecycle, but will primarily be concerned with the practical integration of core theories, practices, and ethics of the discipline. Writing and speaking communication skills are reinforced. Prerequisites: senior standing and CS 3667.

**CS 4900. Internship** (1-6).On Demand.

Independent, supervised work in computing for an approved agency, business, or organization. May be taken for a maximum of six semester hours credit, but only three of those hours will count toward major requirements. Prerequisite: junior standing and approval of the departmental internship coordinator. Graded on an S/U basis.



## Department of Cultural, Gender and Global Studies (CGG)

*Mark Nunes, Chair*

*Sushmita Chatterjee*

*Kristan M. Cockerill*

*Beth L. Davison*

*Jeanne A. Dubino*

*Joseph J. Gonzalez*

*Kim Q. Hall*

*Amy Hudnall*

*Ann Pegelow Kaplan*

*Derek Stanovsky*

*Alexandra Sterling-Hellenbrand*

*Cynthia A. Wood*

The Department of Cultural, Gender and Global Studies is comprised of the following constituent programs: gender, women's and sexuality studies, global studies, and interdisciplinary studies. Individually and collectively, these programs value global learning and promote educational experiences that facilitate both local-to-global and global-to-local connections. The department promotes creative, collaborative and multidisciplinary engagement in critical and cultural studies while simultaneously promoting the distinctiveness of the constituent programs.

The Department of Cultural, Gender and Global Studies offers the following:

- Bachelor of Arts degree in Gender, Women's and Sexuality Studies (134A/05.0207)
- Bachelor of Arts degree in Global Studies (601A/30.2001)
- Bachelor of Arts degree in Interdisciplinary Studies (250\*/24.0101) with a concentration in: Individually Designed (250E)
- Undergraduate minor in Africana Studies (611/05.0201)
- Undergraduate minor in Gender, Women's and Sexuality Studies (134/05.0207)
- Undergraduate minor in Girls' Studies (607/05.0207)
- Undergraduate minor in Global Studies (601/30.2001)
- Undergraduate minor in Interdisciplinary Studies (112/24.0101)
- Undergraduate minor in Internet Studies (250/24.0101)
- Undergraduate minor in Labor Studies (249/24.0101)
- Undergraduate minor in LGBT Studies (Lesbian, Gay, Bisexual and Transgender Studies) (606/05.0208)
- Undergraduate minor in Non-Profit Management (609/52.0206)
- Undergraduate certificate program: Africana Studies (611A/30.2001)
- Undergraduate certificate program: Global Connections (612A/30.2001)

### Gender, Women's and Sexuality Studies

Gender, Women's and Sexuality Studies is an academic program generating, supporting, and sharing research on gender, women, and sexuality. A degree in Gender, Women's and Sexuality Studies prepares students to think critically and intersectionally and to identify, clarify, and address complex issues about diversity, equity, and social justice that pertain to gender, women, and sexuality in local and global contexts.

#### The Bachelor of Arts degree in Gender, Women's and Sexuality Studies (134A/05.0207)

The program of study is available at: [www.programsofstudy.appstate.edu/gender-womens-and-sexuality-studies-ba-134a-2016-2017](http://www.programsofstudy.appstate.edu/gender-womens-and-sexuality-studies-ba-134a-2016-2017)

#### Minor in Gender, Women's and Sexuality Studies (134/05.0207)

The program of study is available at: [www.programsofstudy.appstate.edu/gender-womens-and-sexuality-studies-minor-134-2016-2017](http://www.programsofstudy.appstate.edu/gender-womens-and-sexuality-studies-minor-134-2016-2017)

#### Minor in Girls' Studies (607/05.0207)

A student may earn an undergraduate minor in Girls' Studies by successful completion of an interdisciplinary program of 15 semester hours. The program of study is available at: [www.programsofstudy.appstate.edu/girls-studies-minor-607-2016-2017](http://www.programsofstudy.appstate.edu/girls-studies-minor-607-2016-2017)

#### Minor in LGBT Studies (606/05.0208)

A student may earn an undergraduate minor in LGBT Studies (Lesbian, Gay, Bisexual and Transgender Studies) by successful completion of an interdisciplinary program of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/lgbt-studies-minor-606-2016-2017](http://www.programsofstudy.appstate.edu/lgbt-studies-minor-606-2016-2017)

### Global Studies

Global Studies is an interdisciplinary and multidisciplinary academic program devoted to the understanding of historical, social, political, geographic, cultural, and artistic dimensions of international, transnational, and global processes. Students may choose to focus on any of the several aspects of global studies: area studies, international studies, postcolonial studies, or a topical field such as development and globalization. The aim of the program is to: (1) give students competency within their focus area; (2) foster an appreciation of the connections between themselves and the rest of the world, and; (3) encourage students to become knowledgeable, active participants in the global arena. The teaching of global studies emphasizes critical thinking and problem solving skills.

## **The Bachelor of Arts degree in Global Studies (601A/30.2001)**

The general features of the Bachelor of Arts degree in Global Studies are: (1) a series of core courses which give all GLS majors a firm grounding in Global Studies theory, perspectives and methods; (2) a coherent group of courses in one focus area; (3) a substantial foreign language requirement; (4) a study abroad requirement; and (5) a capstone experience which integrates components of the student's program of study.

The program of study is available at: [www.programsofstudy.appstate.edu/global-studies-ba-601a-2016-2017](http://www.programsofstudy.appstate.edu/global-studies-ba-601a-2016-2017)

## **Minor in Global Studies (601/30.2001)**

The program of study is available at: [www.programsofstudy.appstate.edu/global-studies-minor-601-2016-2017](http://www.programsofstudy.appstate.edu/global-studies-minor-601-2016-2017)

## **Honors Program in Global Studies**

The Global Studies Honors Program offers Honors courses for students who have distinguished themselves are available at the sophomore, junior and senior level. Junior and senior level honors courses carry full credit toward the focus area in the Global Studies major or, for non-majors, full elective credit.

Admission to the honors program in Global Studies requires completion of GLS 3000 and a minimum grade-point average of 3.0 (a "B" average), both overall and in the major. In order to remain in the program, students must receive a grade of B or better in all honors courses. Upon admission to the honors program, students will determine their focus area honors courses in consultation with the advisor. This will become part of their program of study.

To graduate with "honors in Global Studies," a student must have a minimum grade-point average of 3.45, overall and in Global Studies, and must take nine semester hours of Global Studies honors credits with a "B" average or higher, including: GLS 4515 (Senior Honors Thesis) with honors, and two honors courses that must count in the student's focus area. These two courses can be appropriate honors courses from other departments and/or graduate level courses, if the student has the appropriate preparation.

## **Undergraduate Certificate in Global Connections (612A/30.2001)**

The Global Connections certificate is an undergraduate certificate administered through the Global Studies program and available to all Appalachian State University students. The certificate includes 15 semester hours of course work, study abroad, and at least 40 hours of community service. The amount of course work required may vary depending upon language choice and placement. (NOTE: Students who must begin their language study at Appalachian at the 1010-level will need to take 12 semester hours to meet the language requirement; students may receive retro-credits for prior language study as determined by the foreign language placement policy.) Students may combine their certificate requirements with requirements for other programs at Appalachian.

The program of study is available at: [www.programsofstudy.appstate.edu/global-connections-certificate-612a-2016-2017](http://www.programsofstudy.appstate.edu/global-connections-certificate-612a-2016-2017)

The Global Connections certificate is available to all Appalachian State University students who meet a minimum of the following criteria:

- 1. Foreign Language:** Students should have mastered a language at the intermediate level as indicated by completion of 3 semester hours of language 1050 or higher.
- 2. International Experience:** Students must participate in an international service-learning program or in a short-term study abroad program in a location related to their language of study.
  - a. These programs must involve at least one 3 s.h. course. Students who study abroad for a semester or a year in a location related to their language of study will also be considered to have met this requirement.
  - b. Language courses (see #1) and international content courses (#3) can be taken abroad.
  - c. International student teaching can count in this category. Interested teacher education students should contact the Reich College of Education.
- 3. International Content:** Students must take nine credit hours of "international content" course work in addition to the foreign language course work required above in #1.
  - a. No more than six semester hours of non-foreign language coursework taken while completing their International Experience (#2 above) may count toward this requirement; exceptions may be made for semester- or year-long study abroad.
  - b. International content courses may include courses drawn from programs of study for elementary education and middle grades education that count in these second academic concentrations (or others as appropriate): Global Issues, Diversity Studies, Foreign Language, History.
  - c. Students may consult the Global Studies focus areas for other international content courses at [www.globalstudies.appstate.edu](http://www.globalstudies.appstate.edu).
- 4. Community Service:** Students must complete at least 40 hours of service or outreach related to diversity issues, multicultural issues, and/or study abroad experiences.
  - a. Service completed through approved service-learning courses (on campus or abroad) or as part of a degree program (e.g. elementary education community service) may count toward certificate service hours.
  - b. Service opportunities are not limited to the service done as part of a service-learning course. Other options are available

through individual departments or programs or through the ACT office ([www.act.appstate.edu](http://www.act.appstate.edu)).

- 5. Reflection:** Students will document their experiences in a portfolio that will include at least one final reflection paper (6-8 pages) specifically addressing the local and global connections of their experiences.
- Students will display an “active cultural understanding” that is essential for “understanding the responsibilities of membership in local, regional, and global communities” and that is “achieved by exploring multiple strategies for interacting with other peoples and cultures.” (Making Local to Global Connections rationale from [www.generaleducation.appstate.edu](http://www.generaleducation.appstate.edu)).
  - Students should consult the Global Connections guidelines about appropriate documentation.
  - The portfolio and final reflection paper will be submitted separately to the GLS curriculum committee for review by the deadlines in #6 below.

For additional information, contact the Director of the Global Studies Program.

### Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies is unlike any other degree program at Appalachian State university. IDS students design their own major, integrating concepts and methods from multiple disciplines. Rather than stressing the uniqueness of separate disciplines, interdisciplinary inquiry leads students toward syntheses, and thus towards and appreciation of the interconnectedness of the world. Our courses, our degree program, and our minors reflect the fact that often the most compelling social, cultural, and intellectual questions are bigger than any one disciplinary box.

Interdisciplinary Studies encourages students and faculty to develop a sense of the world that is both broad and deep, to embark upon a practice that allows one to learn, teach, create and research across the boundaries that separate academic disciplines and that separate academic from other forms of knowing.

### Interdisciplinary Selected Topics Courses

Each semester, Interdisciplinary Studies offers selected topics courses open to students from all departments. The emphasis is on relevant, experimental, and imaginative subject matters and pedagogies that require interdisciplinary approaches. While some courses may be taught more than one semester, their topical character ensures variety and change.

### The Bachelor of Arts degree in Interdisciplinary Studies (250\*/24.0101)

The general features of the Bachelor of Arts degree in Interdisciplinary Studies is a series of required interdisciplinary core courses which give all IDS majors a firm grounding in interdisciplinary perspectives and methods, and link them with the student’s individually-designed concentration.

#### Individually Designed Concentration (250E)

This required concentration allows students to tailor a major to their particular academic and career goals. Students must design a clear, defensible statement of goals explaining why such goals can best be met through interdisciplinary means. Additionally, the student must complete a “Program of Study Contract” consisting of a minimum of 24 semester hours selected from two or more disciplines with at least 12 semester hours at the 3000 level or above, and at least 1 semester hour of approved, experiential learning. The contract must be approved by an IDS advisor, the IDS Director, and the Department Chair; the contract may be changed, but only with approval.

The program of study is available at: [www.programsofstudy.appstate.edu/interdisciplinary-studies-ba-individually-designed-250e-2016-2017](http://www.programsofstudy.appstate.edu/interdisciplinary-studies-ba-individually-designed-250e-2016-2017)

### Interdisciplinary Minors and Certificate Programs

#### Minor in Africana Studies (611/05.0201)

The Africana Studies minor (18 semester hours) offers students the opportunity to examine the complex historical, social, political, cultural, and economic issues associated with peoples of African descent. The minor integrates academic disciplines and includes over 90 semester hours of course offerings.

The program of study is available at: [www.programsofstudy.appstate.edu/africana-studies-minor-611-2016-2017](http://www.programsofstudy.appstate.edu/africana-studies-minor-611-2016-2017)

#### Minor in Interdisciplinary Studies (112/24.0101)

The minor in Interdisciplinary Studies consists of 17-18 semester hours. Of these, 5-6 semester hours are interdisciplinary and multidisciplinary electives taught within the department.

The program of study is available at: [www.programsofstudy.appstate.edu/interdisciplinary-studies-minor-112-2016-2017](http://www.programsofstudy.appstate.edu/interdisciplinary-studies-minor-112-2016-2017)

#### Minor in Internet Studies (250/24.0101)

The minor in Internet Studies is offered to students wishing to supplement their major with an interdisciplinary exploration of the Internet. The minor consists of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/internet-studies-minor-250-2016-2017](http://www.programsofstudy.appstate.edu/internet-studies-minor-250-2016-2017)

### **Minor in Labor Studies (249/24.0101)**

The minor in Labor Studies is offered for students who wish to supplement their major course of study with an interdisciplinary exploration of labor issues. The minor consists of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/labor-studies-minor-249-2016-2017](http://www.programsofstudy.appstate.edu/labor-studies-minor-249-2016-2017)

### **Minor in Non-Profit Management (609/52.0206)**

The undergraduate minor in Non-Profit Management is offered for students who wish to supplement their major course of study with an interdisciplinary exploration of non-profit management. The minor consists of 18 semester hours (optional 21 semester hours).

The program of study is available at: [www.programsofstudy.appstate.edu/non-profit-management-minor-609-2016-2017](http://www.programsofstudy.appstate.edu/non-profit-management-minor-609-2016-2017)

### **Undergraduate Certificate in Africana Studies (611A/05.0201)**

The African Studies certificate offers students the opportunity to receive academic recognition for their interest in the complex historical, political, cultural, and economic issues associated with people of African descent.

The program of study is available at: [www.programsofstudy.appstate.edu/africana-studies-certificate-611a-2016-2017](http://www.programsofstudy.appstate.edu/africana-studies-certificate-611a-2016-2017)

### **Honors Program in Interdisciplinary Studies**

The Interdisciplinary Studies program maintains an honors track to provide qualified students with an opportunity for advanced research in a seminar atmosphere. Honors courses are available in the program for students at the sophomore, junior, and senior level; these courses are open to students who have distinguished themselves. Junior and senior level honors courses carry full credit toward concentration requirements in the Interdisciplinary Studies major or, for non-majors, full elective credit

A Admission to the Interdisciplinary Studies honors program requires completion of IDS 3000 (Histories of Knowledges) and a minimum GPA of 3.0 ("B" average), both overall and in the major. In order to remain in the Interdisciplinary Studies honors program, students must maintain a 3.45 GPA each semester after admission to the Interdisciplinary Studies honors program. Upon admission to the Interdisciplinary Studies honors program, students will determine their honors courses based on their concentration and in consultation with their advisor.

To graduate with "honors in Interdisciplinary Studies," a student must have maintained a minimum GPA of 3.45 each semester after admission to the Interdisciplinary Studies honors program. Interdisciplinary Studies honors students must take at least ten semester hours of honors credits, including IDS 4510 (Senior Honors Thesis/Project) and its corequisite capstone experience course, IDS 4550 (Senior Seminar).

For additional information, contact the Director of the Interdisciplinary Studies Program. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

### **Courses of Instruction in Gender, Women's and Sexuality Studies (GWS), Global Studies (GLS), and Interdisciplinary Studies (IDS)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### **GENDER, WOMEN'S AND SEXUALITY STUDIES (GWS)**

##### **GWS 2421. Sex, Gender, and Power (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

This course provides an interdisciplinary introduction to the critical study of sex, gender, and power in historical and contemporary contexts. This course utilizes an intersectional approach that considers the interrelatedness of gender, race, sexuality, disability, class, and other axes of identity. In addition, this course serves as an introduction to the interdisciplinary field of Gender, Women's and Sexuality Studies.

##### **GWS 2525. Global Women's Issues (3).S.**

*GEN ED: Integrative Learning Experience (Theme: "From Empire to Globalization")*

This course explores the diversity of women's experiences emerging from postcolonial or "third world" contexts, with particular attention to the challenges that considerations of differences as well as transnational connections pose for feminist thought and practice. Questions of representation, agency, and border crossings are grounded in local histories and the ambiguous implications

of a globalization and “development” in out- of-the-way places.

**GWS 2530-2549. Selected Topics** (1-4).On Demand.

**GWS 2600. Introduction to LGBT Studies** (3).F.

*GEN ED: Liberal Studies Experience*

This course will provide a multi-disciplinary introduction to the study of historical, cultural, political and theoretical issues relevant to lesbian, gay, bisexual, and transgender individuals and communities and their allies.

**GWS 3000. Feminist Theories** (3).F.

*GEN ED: Junior Writing in the Discipline (WID)*

This course surveys a wide range of contemporary theories of gender, sex, sexuality, and inequality. Students will engage intersectional and transnational approaches to feminist theorizing and develop a critical framework for questioning assumptions about sex, gender, and sexuality. Prerequisite: RC 2001 or its equivalent.

**GWS 3050. Classics in Feminist Thought and Action** (3).On Demand.

This course explores figures and ideas in feminism, key moments of feminist action, and offers an opportunity for in-depth study of important feminist texts. Topic, cultural, ethnic, and geographical focus will vary with instructor.

**GWS 3100. Girls Coming of Age** (3).S.

Covering recent scholarship on girls in the context of the conceptual and theoretical frameworks developed in the field of women’s studies, this course highlights the gendered character of the concerns of childhood, child development, and adolescence. In order to understand the cultural forces shaping the lives of girls, the course investigates both the scholarly literature on girls and girls’ literature and culture, situating girls in terms of class, gender, race, ethnicity, and sexuality. Students will come to understand the values, structures, and trajectories that have come to define girlhood, girls’ identities, and girls’ practices.

**GWS 3350. Gender, Media and Popular Culture** (3).On Demand.

This course uses a variety of critical and theoretical approaches in its examination of how popular culture representations of gender reveal and reflect current social conditions and shape society. Areas of study may include, but are not limited to, television, film, music, advertisements, magazines, fiction, cartoons, graphic novels, video games, newspapers, the Internet, and social media.

**GWS 3400. Women, Food, and Nature** (3).On Demand.

This course brings food studies and environmental studies together to examine gender and sustainability. The course thus considers women as the majority of the world’s agricultural workers, and further considers gender in issues of the production, consumption, processing, and organization of food. Contemporary issues such as famine, genetically-modified foods, and the “slow food” movement are discussed.

**GWS 3500. Independent Study** (1-4).F;S.

**GWS 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**GWS 3530-3549. Selected Topics** (1-4).F;S.On Demand.

**GWS 3600. LGBT Studies Seminar** (3).S.Alternate years.

Variable content. An intensive study of special problems, topics, or issues related to lesbian, gay, bisexual and/or transgender studies. Barring duplication of content, a student may repeat the course for a total credit of six semester hours.

**GWS 3700. Interpreting Bodies** (3).On Demand.

This course examines conceptions and representations of the body and embodiment and their interactions with understandings of gender, subjectivity, and normality. This course emphasizes how the body is theorized in Gender, Women's and Sexuality Studies. The specific topic of the course will vary. Topics covered may include, but are not limited to, feminist disability studies, norms of health/wellness, sexualities, new materialism, affect theory, and representations of bodies. Consideration is given to how social, political, and economic realities shape human bodies in local and global contexts.

**GWS 4100. Major Figures** (3).S.Alternate years.

Variable topic. This course provides an opportunity for in-depth study of the contributions of one or more major figures in gender, women’s, and sexuality studies.

**GWS 4101. Capstone in Major Figures** (3).On Demand.

*GEN ED: Capstone Experience (CAP)*

Variable topic. A senior capstone experience in the in-depth study of the contributions of one or more major figures in gender, women's, and sexuality studies. Prerequisites: senior standing.

**GWS 4300. Transnational Topics in Gender, Women's and Sexuality Studies** (3).On Demand.

Variable topic. A study of feminist engagements with empire, globalization, and diaspora.

**GWS 4301. Capstone in Transnational Topics in Gender, Women's and Sexuality Studies** (3).On Demand.

*GEN ED: Capstone Experience (CAP)*

Variable topic. A senior capstone in feminist engagements with empire, globalization, and diaspora. Prerequisites: senior standing.

**GWS 4600. Queer Theory** (3).S.Alternate years.

An advanced study of ideas and figures central to queer theory. Questions explored include the norms and assumptions that structure our understanding of identity and its complex relationship to sexuality, sex and gender. Figures discussed include Foucault, Sedgwick and Butler. This course also investigates queer theory's critique of both hetero-and homo-normativity.

**GWS 4601. Capstone in Queer Theory** (3).On Demand.

*GEN ED: Capstone Experience (CAP)*

A senior capstone experience in the advanced study of ideas and figures central to queer theory. Questions explored include the norms and assumptions that structure our understanding of identity and its complex relationship to sexuality, sex and gender. Figures discussed include Foucault, Sedgwick and Butler. This course also investigates queer theory's critique of both hetero- and homo-normativity. Students who have previously received credit for GWS 4600 may not enroll in or receive credit for GWS 4601. Prerequisites: senior standing.

**GWS 4700. Seminar in Gender, Women's and Sexuality Studies** (3).S.Alternate years.

Variable topic. This course provides an opportunity for in-depth study of a contemporary issue, movement, or debate in gender, women's, and sexuality studies.

**GWS 4701. Capstone in Seminar in Gender, Women's and Sexuality Studies** (3).On Demand.

*GEN ED: Capstone Experience (CAP)*

Variable topic. A senior capstone experience in an in-depth study of a contemporary issue, movement, or debate in gender, women's and sexuality studies. Prerequisite: senior standing.

**GWS 4900. Internship in Gender, Women's and Sexuality Studies** (1-6).On Demand.

Supervised work in an appropriate field experience. Prerequisite: junior or senior standing and approval from the Director of Gender, Women's and Sexuality Studies prior to enrolling. Graded on an S/U basis.

**GWS 4901. Capstone Internship in Gender, Women's and Sexuality Studies** (3).On Demand.

*GEN ED: Capstone Experience (CAP)*

Supervised work in an appropriate field experience. Students will complete and present a paper on a topic central to their internship experience. Students who have previously received credit for GWS 4900 may not enroll in or receive credit for GWS 4901. Prerequisites: senior standing and approval from the Director of Gender, Women's and Sexuality Studies prior to enrolling. Graded on an S/U basis.

## GLOBAL STUDIES (GLS)

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**GLS 2000. Contemporary Global Issues** (3).F;S.

*GEN ED: Integrative Learning Experience (Theme: "From Empire to Globalization")*

This course examines a selection of global issues from a variety of perspectives and disciplines. Students will be exposed to the complexities of these issues, which are the result of the confluence of historical, geographical, economic, cultural, and political factors. Emphasis will be placed on how different societies view global issues, as well as how different perspectives can alter one's understanding of them. (Global Learning Opportunity course)

**GLS 2350. Introduction to Peace Studies** (3).On Demand.

*GEN ED: Integrative Learning Experience (Theme: "War and Peace")*

In this course, students will explore relevant theories about peace studies, as well as a history of the development of the area of peace studies. The course will ask students to discuss the problems that arise when working in the area of peace and evaluate the ways in which states and individuals consider waging peace. Finally, the course will encourage students to consider their contributions toward achieving a world in which people can resolve conflicts more effectively. Given the ultimate goal of understanding ideas

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such as negative peace and positive peace and nonviolent methods for conflict resolution, this course will be very interdisciplinary, including but not limited to academic fields in political science, sociology, psychology, economics, gender studies, anthropology, and literary studies. Working across fields and supporting an open discourse allows for multiple interpretations and perspectives. (Same as JHP 2350.)

**GLS 2500. Independent Study (1-4).**On Demand.

**GLS 2530-2549. Selected Topics (1-4).**On Demand.

An opportunity to study a special topic or a combination of topics not otherwise provided for in the Global Studies curriculum. May be repeated for credit when content does not duplicate.

**GLS 3000. Critical Perspectives on Global Studies (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Students will engage in an intensive investigation of one or more global questions, themes, or issues in global studies. Emphasis is placed on critical reading, research, writing, and speaking. The topic of this course will vary from semester to semester. The communication proficiency in Global Studies is met by earning a grade of "C" or higher in this course. Prerequisite: RC 2001 or its equivalent.

**GLS 3020. Cuba Libre: Perspectives on the Cuban Revolution (3).S.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Las Americas")*

This course will explore the Cuban Revolution from a variety of disciplinary perspectives, including history, political science, music, literature, film, and dance, while making connections to other post-colonial struggles in the Americas and beyond. Students will design their own research projects, integrating knowledge from different disciplinary approaches, and present their research at the semester's end using a variety of media.

**GLS 3100. Globalization and Development.(3).On Demand.**

This course introduces students to critical globalization studies and development in a global context. Students will learn to analyze development and globalization as cultural, political, and economic systems, and will evaluate how these processes have reconfigured local and global power relations from colonialism to the present and beyond. Critical perspectives, debates, alternatives, and countermovements will also be discussed and evaluated in terms of their relevance for positive social change.

**GLS 3200. Alternative Globalizations (3).S.**

This course analyzes oppositions and alternatives to contemporary globalization based on economic liberalism. We will evaluate alternative approaches to globalization in terms of theoretical debates on economics, claims about the negative effects of neoliberal globalization, and assertions that "another world" is not only possible, but necessary.

**GLS 3475. Cooperative Economies (3).F.**

This course will analyze cooperative enterprises in terms of their potential for contributing to the creation of local, regional, and global economies which better serve human and environmental needs. Course content will include definitions, cooperative principles and values, case studies of individual cooperatives, evaluation of local and regional cooperative economies around the world, and application of lessons learned to communities and regions in the U.S.

**GLS 3500. Independent Study (1-4).**On Demand.

**GLS 3520. Instructional Assistance (1).**On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**GLS 3530-3549. Selected Topics (1-4).**On Demand.

An opportunity to study a special topic or a combination of topics not otherwise provided for in the Global Studies curriculum. May be repeated for credit when content does not duplicate.

**GLS 3580. Animal Planet (3).On Demand.**

This course explores the ways globalization is altering the nature of human-animal encounters. It examines many kinds of global encounters, including those arising from companionship, travel, hunting, sport, food and consumption, and science (e.g., lab animals). Globalization is defined in part by increasing interconnectedness and interdependency, and animal studies are especially concerned with relationships, symbiosis, and environments. The course addresses the interchanges between the local and the global; that is, some of the ways that local cultural attitudes toward animals are being affected by globalization, and how globalization is affecting localized beliefs and practices.

**GLS 3590. Global Travels, Global Encounters (3).On Demand.**

This course explores the global experience of travel and encounters with unfamiliar people and places, both past and present. Travelers face the pressures of a real world only marginally under their control. Reasons for moving from one place to another include pleasure and leisure, research and work, the personal and the pilgrimage, and migration driven by economic need or other forces. Whatever the motivation, travel challenges and shapes understandings of local and global in very real ways. Students will critique not only narratives but also maps, objects, archives, and other primary and secondary materials. They will address the context of global travel: what is the state of it, what drives it, and what is its impact on the world?

**GLS 3750. Global Infrastructures (3).On Demand.**

Infrastructures from dams to bridges and roads are widely understood as material constructions supporting human habitation. However, other perspectives reveal contested terrain, both literally and figuratively. This course will consider the impact and significance of infrastructures in global contexts. Using a variety of case studies, we will address not only infrastructures that are in place around the world, but also those that previously existed and could exist.

**GLS 4000. Topics in Global Studies (3).On Demand.**

Students will engage in an intensive investigation of one or more global questions, themes, or issues in global studies. The class is organized as a seminar. Emphasis is placed on critical reading, research, writing, and speaking. The topic of this course will vary from semester to semester. Barring duplication of content, a student may repeat the course for credit one time.

**GLS 4100. Borders and Walls (3).On Demand.**

The course offers an examination of global issues through the lens of borders and walls that shape, and have shaped, our world. Through critical essays and through multiple disciplinary perspectives this seminar focuses on walls and borders from the past (such as the Great Wall of China, the wall of Roman emperor Hadrian or the Berlin Wall) and from the present (such as current border fences in the US and Gaza, or the fences built in 2015 in Eastern Europe). The course addresses questions such as these: How do communities live with these walls, navigate them, bring them down? Why do we create borders, construct walls, build fences? Why do we still need walls in a globalizing world? Real or imagined, the borders we create to shape and navigate our world have multiple perspectives: political, religious, cultural, gendered, environmental, social, economic.

**GLS 4200. Global Development and Difference (3). On Demand.**

This course examines and critiques global patterns of power, privilege, and difference as they arise through globalization and development. These patterns will be analyzed through terms such as inclusion, essentialism, empowerment, participation, instrumentalism, equity, and justice. Course topics will address issues of difference such as gender, queerness, age, disability, class, caste, race, and indigeneity. Students will work collectively to understand multiple differences and asymmetries of power, and the possibilities for transformation, in both local and global contexts.

**GLS 4515. Senior Honors Thesis (3).F;S.**

Independent study and research, directed by a member of the Global Studies faculty and evaluated by a department committee. Prerequisites: successful completion of 6 semester hours of honors courses in the focus area, a 3.45 GPA in Global Studies and approval of thesis topic by the departmental honors committee.

**GLS 4530-4549. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or a combination of topics not otherwise provided for in the Global Studies curriculum. May be repeated for credit when content does not duplicate.

**GLS 4550. Senior Capstone (3).F.S.**

*GEN ED: Capstone Experience*

This is the required senior capstone course for a major in Global Studies. Students must complete a major project that makes use of and integrates the material from the Global Studies core in relation to a significant issue in Global Studies pertaining to the major focus area chosen by the student. Prerequisites: GLS 3000 and senior standing.

**GLS 4900. Internship (1-9).On Demand.**

Supervised work in an appropriate field experience. A critical means to apply theoretical constructs, methods and techniques learned in the classroom to real-world settings. The internship offers ways of acquiring practical work experience with community organizations, non-governmental organizations, governmental organizations, and businesses that work on global issues, both domestically and internationally. Internships may occur at the local, regional, state, national or international levels, but must be relevant to global studies. Prerequisite: student must get approval from an advisor in the Global Studies program prior to enrolling. Graded on an S/U basis.

**INTERDISCIPLINARY STUDIES (IDS)**

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**IDS 2000. This Grand Experiment: An Introduction to American Studies (3).F.**

*GEN ED: Integrative Learning Experience (Theme: "American Culture: Past and Present")*

Since the 1930s, scholars have been studying the core values and ideas that define American (U.S.) culture. American Studies scholars integrate ideas and methods from a diverse array of disciplines in examining what it is that makes this place and its people "American." In this course, students will review the roots of American Studies and the concepts of exceptionalism, multiculturalism, and transnationalism, which have characterized how U.S. culture is perceived both here and abroad. Embedded in these concepts are physical, economic, political, and demographic characteristics that have historically defined and continue to define "America."

**IDS 2001. Interdisciplinary Connections I (3).F;S.**

Intended for IDS majors, this course introduces students to the theory and practice of interdisciplinarity by means of selected readings and the application of methods. Students will apply concepts central to the course to a variety of integrative and investigative projects, in addition to the design of their own programs of study.

**IDS 2302. Freudian Dreams and Cultural Analysis (3).S.**

*GEN ED: Liberal Studies Experience*

This course will introduce Freud's theories through his own writings, including his classic, *The Interpretation of Dreams*, and will explore the ways in which psychoanalysis helps illuminate and explain art, literature, film, and culture. (Same as WRC 2302.)

**IDS 2450. Introduction to Not-for-Profit Organizations (3).S.**

This course explores many facets of nonprofit organizations including organizational structure, laws, and regulations in nonprofit, employment and working conditions, entry methods into nonprofit careers, and segments of the nonprofit world of work. This course also explores the guiding principles, philosophy and mission of nonprofit organizations from an interdisciplinary approach, studying them from a societal, historical, political, legislative, and economic point of view.

**IDS 2500. Independent Study (1-4).F;S.**

**IDS 2530-2549. Selected Topics (1-4).F;S. On Demand.**

**IDS 3000. Histories of Knowledges (3).F;S.**

This course introduces central concerns of interdisciplinary studies through analyses of histories of knowledge production, definition, and categorization, cultural derivations and influences on what we know, the significance of paradigms and media, and the importance of perspective and situation in shaping what we define as knowledge. Prerequisite: RC 2001 or its equivalent.

**IDS 3001. Interdisciplinary Connections II (2).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Through selected readings and guided discussion, this course provides IDS majors the opportunity to write and reflect on their interdisciplinary course work, their programs of study, and on the variety of methods that may be employed in pursuing interdisciplinary scholarship. Prerequisites: RC 2001 or its equivalent; IDS 2001 or permission of instructor. Corequisite: ANT 3410, CJ/PS 3115, COM 3100, ENG 3000, HIS 2800, IDS 3210, GHY/PLN 3800, PLN 3432, SOC 3885 or STT 2820; or permission of instructor.

**IDS 3010. H2O: We are Water (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

Water is studied in disciplines ranging from art to zoology. The hydrologic cycle functions on a global scale but has local impacts. This interdisciplinary course will look at water policy and how we manage water resources; who gets water, for what purpose; and the impacts of these decisions on the resource. It will discuss the ways we use water, abuse it, revere it, ignore it, and fight over it. In the US, our quality of life is entirely dependent on cheap, plentiful, clean water. We use it in vast quantities to produce power, grow food, and protect our health. Globally, demands for water continue to increase. The class will cover the intersections among our scientific understanding of water flows, our technological developments, and our policy approaches toward this elemental resource, locally and globally.

**IDS 3025. Contemporary Topics in Science and Technology Studies (3).On Demand.**

*GEN ED: Liberal Studies Experience*

This course provides students with an in-depth understanding of how science and technology shape society and culture. Through a topical focus, students will explore the values embedded within a technological society, and the ways in which power and knowledge are produced and maintained. Students may repeat this course for credit as long as the course topic is unique.

**IDS 3050. Social Media and Community Engagement (3).On Demand.**

This course will explore the role of social media to build, sustain, and deepen connections with community members. It will examine the role of a range of new media tools within community support programs, cultural heritage sites, and other not-for-profit organizations

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to engage clients, donors, and other stakeholders. This course will involve project work with community partners.

**IDS 3150. Interdisciplinary Praxis (3).F;S.**

This course provides an overview of interdisciplinary praxis by means of selected readings in theories and philosophies of interdisciplinarity and in interdisciplinary practices. It moves from broad investigations to students' application of them to both their concentrations and the portfolio each IDS major must complete for graduation. The course will introduce the concepts and requirements for the portfolio and assist students in preparing a plan to satisfy the portfolio requirement.

**IDS 3210. Exploring the Documentary Form (3).F.**

*GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")*

The course offers students a chance to learn the fundamentals of non-fiction story telling. Students will research a topic, and then develop a video, audio, or photographic documentary that uses their research to tell a compelling story. During this course, students will learn a range of techniques that bridge academic disciplines: how to use both primary and secondary sources for research, writing skills to structure their documentaries, visual communication techniques to translate their writing into images, and editing skills to clearly communicate their story.

**IDS 3250. Internet Studies (3).F;S.**

*GEN ED: Liberal Studies Experience*

This seminar explores the emerging interdisciplinary field of Internet Studies. Topics covered may include the digital divide, virtual communities, race and gender in cyberspace, and topics in cyberculture. These and other issues may be explored for their social, political, psychological, economic, cultural, ethical, and artistic implications. This seminar will also help students develop their critical reading and writing skills in connection with the World Wide Web, explore Internet research methodologies, and introduce students to some of the technical and editorial issues involved in Web page design and publication. This course is required for the concentration in Internet Studies under the B.A. degree in Interdisciplinary Studies; and it is also a required course for the undergraduate minor in Internet Studies. There are no prerequisites.

**IDS 3260. Creativity: An Introduction (3).F;S.**

An interdisciplinary and cross-cultural investigation of creativity as an individual, social, cultural, and natural phenomenon. Although often associated with artistry, creativity contributes to the development of all academic and professional disciplines and is an important component in non-academic culture and in individual life. The concept of creativity has deep roots in Western culture (going back at least to Augustine), and the cross-disciplinary study of creativity has burgeoned in the United States since WWII. The class will explore: the history of the concept of creativity; creativity and self-fulfillment; psychological, anthropological, and sociological theories of creativity; practices claiming to enhance creativity; and case studies of creative individuals and creative breakthroughs.

**IDS 3330. Introduction to Africana Studies (3).F.**

This course offers students the opportunity to examine the complex historical, social, political, and cultural issues of peoples of Africa and the African Diaspora. Central themes of this multi-disciplinary course include examinations of pre-colonial African societies, slavery in the Atlantic Basin and in the New World, the evolution of race and racism, and African influences in communities outside of the continent. This course is the required introductory course for the Africana Studies Minor. (Same as HIS 3330.)(Global Learning Opportunity course)

**IDS 3500. Independent Study (1-4).F;S.**

**IDS 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**IDS 3530-3549. Selected Topics (1-4).F;S. On Demand.**

**IDS 3650. Marx's Capital (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

This course provides an introduction to Karl Marx as well as an in-depth study of his major theoretical work, Capital, Volume I. The transdisciplinary uses of Marxian theory in illuminating a wide variety of issues across disciplinary boundaries will be explored. Students will be asked to make connections between Marx's writings and their own areas of study.

**IDS 3900. Internship (3-12).F;S.**

Supervised work in an appropriate field experience. Student must get approval from the advisor of the B.A. in interdisciplinary studies program prior to enrolling. Graded on an S/U basis.

### **IDS 4001. Interdisciplinary Connections III (1).F.S**

*GEN ED: Capstone Experience*

In this course, students will draw together work covering the range of their interdisciplinary studies to produce a portfolio of representative work. This portfolio will serve not only as a culminating document, but it will also provide students with an opportunity for reflection in writing on the trajectory of their studies and future direction for their work. Students should take this course their final semester before graduating. Prerequisite: IDS 3001 and at least 11 s.h. of IDS-prefixed coursework.

### **IDS 4510. Senior Honors Thesis/Project (1-3).F;S.**

Independent study and research. Honors thesis directed by a member of the Interdisciplinary Studies Program faculty and graded by a committee appropriate for the topic. Oral presentation. Corequisite: IDS 4550.

### **IDS 4530–4549. Selected Topics (1–4).F;S. On Demand.**

### **IDS 4550. Senior Seminar (3).F;S.**

*GEN ED: Capstone Experience*

In this class, students will have the opportunity to draw together the diverse strands of their interdisciplinary studies, reflect on the connections among these strands, and produce an in-depth senior project focusing on their concentration within the major. Students will have the opportunity to reflect on methodology - how one brings together data, methods and practices from diverse disciplines, both academic and non-academic. Students will be asked to present and discuss aspects of projects in class and present their final projects in a public forum to students and faculty. The final portfolio is to be turned in to the student's Senior Seminar professor before the end of the student's last semester. Prerequisites: senior standing and IDS 3000.

## Department of English (ENG)

*Carl P. Eby, Chair*

*Tammy Wahpeconiah, Assistant Chair*

*Kimberly K. Gunter, Assistant Chair*

*C. William Atkinson  
Sandra L. Ballard  
Joseph R. Bathanti  
Jessie Blackburn  
William D. Brewer  
German Campos-Munoz  
Basak Candar  
Elizabeth L. Carroll  
E. Cecelia Conway  
Leslie S. Cook  
Bruce A. Dick  
Lynn Doyle  
Jill R. Ehnenn  
Craig J. Fischer*

*Kristina K. Groover  
Elizabeth A. Gulley  
Sara-Beth Hopton  
Rosemary Horowitz  
James M. Ivory  
Kathryn J. Kirkpatrick  
Donna L. Lillian  
Holly E. Martin  
Grace E. McEntee  
Thomas M. McLaughlin  
Olga Menagarishvili  
Elaine J. O'Quinn  
David L. Orvis  
Alex H. Pitofsky*

*Mark Powell  
Colin T. Ramsey  
Georgia B. Rhoades  
Lynn Moss Sanders  
Lynn A. Searfoss  
Susan C. Staub  
Kyle Stevens  
Zackary Vernon  
Mark W. Vogel  
Susan C. Weinberg  
Jennifer P. Wilson  
Michael T. Wilson  
Wendy L. Winn  
Bret J. Zawilski*

The aim of the Department of English is to give students competency in written and oral composition and in the interpretation and appreciation of literature. All students are required to earn credit for RC 1000 and RC 2001. (RC 1000 is a prerequisite for all ENG and RC courses 2001 and above.)

**The Bachelor of Arts degree in English (233\*/23.0101) with a concentration in Creative Writing (233B)** offers intensive instruction in literature and creative writing.

The program of study is available at: [www.programsofstudy.appstate.edu/english-ba-creative-writing-233b-2016-2017](http://www.programsofstudy.appstate.edu/english-ba-creative-writing-233b-2016-2017)

**The Bachelor of Arts degree in English (233\*/23.0101) with a concentration in Professional Writing (233C)** offers intensive instruction in professional writing.

The program of study is available at: [www.programsofstudy.appstate.edu/english-ba-professional-writing-233c-2016-2017](http://www.programsofstudy.appstate.edu/english-ba-professional-writing-233c-2016-2017)

**The Bachelor of Arts degree in English (233\*/23.0101) with a concentration in Film Studies (233D)** offers comprehensive studies of film history and theory.

The program of study is available at: [www.programsofstudy.appstate.edu/english-ba-film-studies-233d-2016-2017](http://www.programsofstudy.appstate.edu/english-ba-film-studies-233d-2016-2017)

**The Bachelor of Arts degree in English (233\*/23.0101) with a concentration in Literary Studies (233E)** offers comprehensive studies of literature.

The program of study is available at: [www.programsofstudy.appstate.edu/english-ba-literary-studies-233e-2016-2017](http://www.programsofstudy.appstate.edu/english-ba-literary-studies-233e-2016-2017)

**The Bachelor of Science degree in English, Secondary Education (234A/13.1305) [T]**

The program of study is available at: [www.programsofstudy.appstate.edu/english-secondary-education-bs-234a-2016-2017](http://www.programsofstudy.appstate.edu/english-secondary-education-bs-234a-2016-2017)

Since teacher licensure in English requires a balanced preparation in several areas, each student will be provided information indicating courses appropriate to current state and professional guideline requirements. Required also for the teaching degree are six hours of a foreign language beyond the elementary course level, as well as the professional education courses and other criteria specified by the Reich College of Education. For the requirements in teacher education, refer to the Department of Curriculum and Instruction in this catalog.

To receive further information, the student should report to the Department of English during the first semester of the sophomore year or, for transfer students, during the first semester at Appalachian. The student is expected to work closely with the English education advisor in fulfilling the degree requirements.

**A minor in English (233/23.0101)** consists of 18 semester hours

The program of study is available at: [www.programsofstudy.appstate.edu/english-minor-233-2016-2017](http://www.programsofstudy.appstate.edu/english-minor-233-2016-2017)



**A minor in Film Studies (138/23.0101)** consists of 15 semester hours

The program of study is available at: [www.programsofstudy.appstate.edu/film-studies-minor-138-2016-2017](http://www.programsofstudy.appstate.edu/film-studies-minor-138-2016-2017)

### Honors Program in English

The Department of English offers an honors program on the sophomore and junior/senior levels. In order to remain in the program, students must maintain at least a "B" average in honors work. Invited English majors meeting the requirements of the junior/senior honors program (ENG 4508, ENG 4509, and ENG 4510) with a grade of "B" or better and at least a 3.45 grade-point average in all English course work will graduate with "honors in English."

### Master of Arts

The Department of English offers the academic Master of Arts in English, with both general and college teaching concentrations. It also offers a graduate certificate in rhetoric and composition. Persons interested in any of these degrees are requested to consult the *Graduate Bulletin* for further information.

### Overseas Study Program

In keeping with the University's belief that studies and travel abroad contribute to its role as an institution of higher learning, the Department of English offers students an opportunity to study either in England or on the continent, or in some instances a combination of both. The programs are directed by regular faculty members and offer opportunities for both supervised group study and individual investigation. Information is available each fall concerning the specific programs to be offered for undergraduate and graduate credit. Students interested in the possibility of such study should make inquiry at the English office early in the school year.

### University Writing Center

The Writing Center offers its services to all members of the University community. The center's staff is specially trained to help in the completion of virtually any academic writing project and in the solution of most writing problems. Users of the center should make appointments for its services or may drop in to see if one of the staff is available. The center is conveniently located in the Carol Grotnes Belk Library and Information Commons. For more information, go to [www.writingcenter.appstate.edu](http://www.writingcenter.appstate.edu).

### Courses of Instruction in English (ENG) and Rhetoric and Composition (RC)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### ENGLISH HONORS (ENG)

##### **ENG 1510. Freshman Honors Seminar (3).F;S.**

Development of individual research and original critical thought; composition. Collateral reading in English, American, or world literature. Members selected by the Department of English.

##### **ENG 2510. Sophomore Honors Seminar in English, American, or World Literature (3).F.**

A study of major works, authors, genres, or literary movements in English, American, or world literature. By invitation or application.

##### **ENG 2515. Sophomore Honors Seminar in English, American, or World Literature (3).S.**

A study of major works, authors, genres, or literary movements in English, American, or world literature. By invitation or application.

##### **ENG 4508. Junior/Senior Honors Seminar (3).F.**

An intensive study of major American authors, genres, or literary movements. By invitation or application.

##### **ENG 4509. Junior/Senior Honors Seminar (3).S.**

An intensive study of major world authors, genres, or literary movements. By invitation or application.

##### **ENG 4510. Senior Honors Thesis (3).F;S.**

##### *GEN ED: Capstone Experience*

Independent study and research. Honors thesis directed by a member of the Department of English and graded by a departmental committee. Oral presentation. Prerequisites: completion of ENG 3000, ENG 4508 and ENG 4509 with at least a "B" average.

#### RHETORIC AND COMPOSITION (RC)

##### **RC 0900. Basic Writing (3).F;S.**

Review of writing process (planning, writing, rewriting) with emphasis on preparing drafts of different kinds of writing. Writing and

instruction to improve fluency, clarity and correctness. Graded on an S/U basis. Course counts as three hours credit toward course load and full-time student eligibility but does not count toward hours required for graduation (See "Institutional Credit").

**RC 1000. Expository Writing (3).F;S.**

*GEN ED: First Year Writing*

An introduction to the various types of expository essays. A grade of "C" or higher in this course fulfills the English proficiency requirement for students entering the Reich College of Education or the Walker College of Business.

**RC 2000. Writing for Proficiency (1).F;S.**

Review of the principles of writing for designated transfer students. Requires writing essays in acceptable college prose. Graded on an S/U basis.

RC 1000 IS A PREREQUISITE FOR ALL ENG and RC COURSES 2001 AND ABOVE:

**RC 2001. Introduction to Writing Across the Curriculum (3).F;S.**

*GEN ED: Second Year Writing*

This course introduces students to writing across the curriculum. Students write in different genres for different academic communities, read a variety of academic texts rhetorically, and analyze the writing conventions of various academic communities. Prerequisites: completion of 30 semester hours of credit, including RC 1000 and UCO 1200.

**RC 3400. Advanced Expository Writing (3).F;S.**

Practice in expository writing, with emphasis on effective style, sound structure, and correct mechanics.

**RC 3450. Writing Center Theory and Practice (3).S.**

This course explores current issues in writing center theory and practice. Students gain insight into the writing process and the practice of assisting writers in one-to-one conferencing.

ENGLISH (ENG)

RC 1000 IS A PREREQUISITE FOR ALL ENG and RC COURSES 2001 AND ABOVE:

**ENG 1500. Introduction to Literature (3).F.**

*GEN ED: Liberal Studies Experience*

Literature: what it is, how to read it, and how to write about it. This course counts toward General Education Liberal Studies requirements, but DOES NOT fulfill the Literary Studies designation. No prerequisite.

**ENG 2010. English Literature to 1789 (3).F;S.**

A survey of major writers from the beginning of British literature through the eighteenth century. Recommended for English majors and minors only. Prerequisite: RC 1000.

**ENG 2020. English Literature since 1789 (3).F;S.**

A survey of major British writers from the Romantics through the present. Recommended for English majors and minors only. Prerequisite: RC 1000.

**ENG 2030. World Literature to 1650 (3).F;S.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

A survey of world literature before the modern period (read in English).

**ENG 2040. World Literature since 1650 (3).F;S.**

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "From Empire to Globalization")*

A survey of world literature beginning with the modern period (read in English). (Global Learning Opportunity course)

**ENG 2050. Studies in British Literature (3).F;S.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

A study of selected works of British Literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. ENG 2050 will not fulfill British literature core for BA in English or BS in English, Secondary Education majors. Prerequisite: RC 1000.

**ENG 2060. Great Books (3).F;S.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

An exploration of great books and literary canons through a variety of texts and genres. May be organized thematically, by region, and/or by literary period.

**ENG 2100. Modern Studies** (3).F;S.

A study of recent literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination.

**ENG 2120. African-American Literature** (3).F;S.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "American Culture: Past and Present")*

A critical study of the work of outstanding African-American writers.

**ENG 2130. Ethnic American Literature** (3).F;S.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

A study of major ethnic American literature, with a particular focus on Latino American, Asian American, and/or American Indian writers.

**ENG 2170. Introduction to Film** (3).F;S.

*GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")*

A critical examination of notable examples of the filmmaker's art from silent movies up to the modern era, including a variety of film genres and including both American and foreign films.

**ENG 2180. Introduction to Comic Books and Graphic Novels** (3).On Demand.

A study of comic book form and production, combined with a survey of American superhero and alternative comic books and graphic novels.

**ENG 2310. American Literature to 1865** (3).F;S.

A survey of major writers from the beginning of American literature through the Romantics. Recommended for English majors and minors only. Prerequisite: RC 1000.

**ENG 2320. American Literature since 1865** (3).F;S.

A survey of major American writers from the beginning of realism through the present. Recommended for English majors and minors only. Prerequisite: RC 1000.

**ENG 2350. Studies in American Literature** (3).F;S.

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

A study of selected works of American literature. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. ENG 2350 will not fulfill American literature core for BA in English or BS in English, Secondary Education majors. Prerequisite: RC 1000.

**ENG 2360. American Literature and the Arts** (3).F;S.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Cultivating Creative Expression")*

This course examines how American literature responds creatively to lived experience in dialogue with other art forms. Individual courses will explore different time periods as well as focus on American literature in relation to larger scale creative and artistic movements in American culture.

**ENG 2500. Independent Study** (1–3).F;S.

Independent research on a topic not offered in a scheduled course. Prior to registration, independent studies must be approved by the directing professor, the departmental chair, and the dean of the College of Arts and Sciences.

**ENG 2530–2549. Selected Topics** (1–4). On Demand.

Content to vary; may be repeated for credit when content does not duplicate.

**ENG 3000. Approaches to Literary Studies** (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

An introduction to the discipline of literary studies, with an emphasis on theoretical approaches, literary research, and critical writing. Prerequisite: RC 2001 or its equivalent.

**ENG 3050. Studies in Folklore** (3).F;S.

A survey of the forms and functions of folk expressive culture, which may include explorations of traditional narratives, speech, music, history, beliefs, customs, or rituals. This course draws upon methodologies utilized in literary studies, anthropology, sociology, and psychology.

**ENG 3090. Introduction to Professional Writing** (3).F;S.

A required course for students who concentrate in Professional Writing under the BA in English. A study of the history, theories, concepts, practices, and genres of professional writing. Topics: audience analysis, professional writing situations, ethics and com-

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munication, workplace culture, research methods, data collection strategies and analysis. Prerequisite: RC 1000.

**ENG 3100. Business Writing (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Focus on business writing concepts, ethics, and research. Emphasis on applied genres: specialized letters and memoranda, resumes, proposals, analytical and fact-finding reports, and other essential forms of professional communication. Prerequisites: RC 1000, RC 2001 or its equivalent, and completion of 54 semester hours of credit.

**ENG 3120. Writing and Law (3).F.**

A practice in the art of persuasive writing, using the law and legal methods to emphasize both the economy and clarity of reading and writing skills.

**ENG 3140. Literature and Law (3).F.Odd-numbered years.**

An examination of intersections between law and literature. Students cannot receive credit for both ENG 2420 and ENG 3140.

**ENG 3160. Law and Justice in Film (3).S.**

An examination of films that convey powerful messages about the law, lawyers, and law-related media events.

**ENG 3170. Advanced Studies in Film (3).S.**

An examination of the work of a particular film artist, a select group of filmmakers or a specific film genre. A basic knowledge of film history and techniques is expected of students taking the class. Prerequisite: ENG 2170 or permission of the instructor.

**ENG 3171. Survey of World Cinema, 1895 to 1950s (3).F.**

An advanced study of world cinematic art and its major movements, from the beginnings of the silent era to the 1950s. Content and approach may vary.

**ENG 3172. Survey of World Cinema, 1950s to Present (3).S.**

An advanced study of world cinematic art and its major movements from the 1950s to the present. Content and approach may vary.

**ENG 3174. Topics in Global Cinema (3).F.**

An examination of specific themes, genres, major movements, directors and actors in international cinema, particularly post-1950 to the present. The course focuses on comparative, pedagogical, and theoretical considerations in global film studies. Content may vary.

**ENG 3240. World Literature for Children (3).F;S.**

Students will read and analyze translations and other children's books in English from countries around the world. Literary analysis of the books will form the basis for comparing and contrasting cultures, historical periods, and differing national worldviews of childhood. Other issues such as racism and sexism will also be examined. (Same as RE 3240.)

**ENG 3300. Applied Grammar (3).F;S.**

A study of the syntax of English as described by traditional grammarians with some attention to usage, the development of proof-reading skills, and the descriptive principles of transformational grammar.

**ENG 3500. Independent Study (1-3).F;S.**

Directed, concentrated study of a special topic developed by the student.

**ENG 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Required for teaching majors.

**ENG 3530–3549. Selected Topics (1–4). On Demand.**

Content to vary; may be repeated for credit when content does not duplicate.

**ENG 3580. Teaching Composition: Theory, Practice, and Pedagogy (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Theory, practice, and pedagogy in the teaching of writing at the secondary level. Prerequisites: RC 2001 or its equivalent and ENG 3300.

**ENG 3610. Studies in the Principles of Language (3).F;S.**

An introduction to theories of language structure, language acquisition, and the functions of language within a cultural setting, with particular emphasis on semantics.

**ENG 3651. Creative Writing: Poetry (3).F;S.**

An introductory course in the writing of poetry, with emphasis on techniques. This course serves as a prerequisite for ENG 3661, ENG 3662, ENG 3663, and ENG 4550.

**ENG 3652. Creative Writing: Prose (Fiction) (3).F;S.**

An introductory course in the writing of fiction and memoir, specifically the short story, with emphasis on techniques. This course serves as a prerequisite for ENG 3662, ENG 3663, and ENG 4550.

**ENG 3661. Advanced Poetry (3).F;S.**

An advanced course in the writing of poetry, with emphasis on workshops of students' work and discussion of poems by contemporary poets. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3651.

**ENG 3662. Advanced Fiction (3).F;S.**

An advanced course in writing fiction, with emphasis on experimentation and technique in the short story. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3652.

**ENG 3663. Advanced Creative Non-Fiction (3).S.**

An advanced course in the writing of creative non-fiction, with emphasis on workshops of students' essays and study of published works. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3651, ENG 3652, or ENG 3670/THR 3670, ENG 3679/THR 3679, or ENG 3680/COM 3680.

**ENG 3670. Playwriting (3).F;S.**

A study of the art and craft of writing for performance. Readings will include plays, performance theory, and performance reviews. The course will be run as a workshop in which every student must be an active participant in evaluating her or his own work and that of others. Assignments will include written work, oral presentations, workshop evaluations, and performances. May be repeated for credit when content does not duplicate. This course serves as a prerequisite for ENG 3662, ENG 3663, and ENG 4550. (Same as THR 3670.)

**ENG 3679. Screenwriting (3).S.**

The purpose of this course is to provide the opportunity to establish a solid foundation in screenplay writing. Strong emphasis will be placed on structure, style and naturalized dialogue, as well as the fundamental importance of thinking and writing visually and simply. Focus will be on the motion picture medium, though other forms such as sitcoms, industrial A/V and soaps will be covered briefly. (Same as THR 3679.)

**ENG 3680. Literary Journalism (3).F.**

A study of journalism as literature and the practice of writing nonfiction journalistic prose employing the narrative aims and techniques of fiction. (Same as COM 3680.)

**ENG 3700. Technical Writing (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Focus on technical writing concepts, usability, ethics, and research. Emphasis on applied genres: instructions, process descriptions, abstracts, definitions, technical reports, and various electronic forms. Prerequisites: RC 2001 or its equivalent and ENG 3090 or permission of the instructor.

**ENG 3710. Studies in Women and Literature (3).F.**

A study of the work of outstanding women writers; course content may vary and may concentrate on poetry, fiction, drama, or non-fiction prose, and associated criticism and theory.

**ENG 3715. Literature and the Environment (3).F.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

An exploration of literature through the theoretical lens of ecocriticism; students will examine the ways environmental values and practices are expressed in literature. Class readings may be drawn from a particular literary period or national literature, may range across literary periods and national borders, or may be selected thematically. (Same as SD 3715.)

**ENG 3720. Studies in the Short Story (3).F.**

A study of selected short stories from English, American and/or world literature.

**ENG 3740. Studies in Poetry (3).F.**

A study of selected poetry from English, American and/or world literature.

**ENG 3750. Studies in Drama (3).S.**

A study of selected plays from English, American and/or world literature.

**ENG 3900. Internship in Secondary Schools (1).F;S.**

A supervised experience in the English instructional process on the secondary level through direct participation in a classroom situation. May be repeated for a total credit of three semester hours. Students should enroll in ENG 3900 the semester before student teaching. Graded on an S/U basis.

**ENG 4100. Writing for the Web (3).F.**

Gain literacy in writing for electronic media by investigating both the theoretical and practical aspects of the print to electronic media shift. Analysis and creation of electronic media including converting print to web, creating a client website, and conducting a usability test. Prerequisite: ENG 3090 or permission of the instructor.

**ENG 4170. Film Theory and Criticism (3).F.**

*GEN ED: Capstone Experience*

An in-depth study of the historical development of film criticism and an examination of contemporary film theory and technique. Prerequisite: ENG 2170.

**ENG 4200. Editing (3).F;S.**

Concepts, principles, and methods of editing. Includes editing processes, electronic editing, levels of edit, management, and production in the document life cycle. Prerequisite: ENG 3090 or permission of the instructor.

**ENG 4280. Literary and Cultural Study Abroad (3-6).On Demand.**

A study abroad experience in which students are immersed in the literary and cultural traditions of a foreign country or countries. Content will vary with instructor.

**ENG 4300. Seminar in Professional Writing (3).S.**

*GEN ED: Capstone Experience*

Emphasis on refining writing and presentation skills for the workplace. Students will complete a client-based project and an e-portfolio. Prerequisites: ENG 3090, plus six semester hours of credit in the Professional Writing concentration under the BA in English.

**ENG 4550. Senior Seminar in Creative Writing (3).F;S.**

*GEN ED: Capstone Experience*

Content to vary, but may include experimental fiction writing, dramatic writing, poetic forms, and advanced workshops in revision. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3651, ENG 3652, ENG 3670/THR 3670, ENG 3679/THR 3679, or ENG 3680/COM 3680. (ENG 3661, ENG 3662, or ENG 3663 is a suggested prerequisite, but students may also enroll in the seminar with the permission of the instructor.)

**ENG 4560. Adolescent Literature (3).F;S.**

This course introduces students to the varied and multi-cultural field of adolescent literature. Students focus on various genres, including realistic fiction, romance and adventure, science fiction/fantasy, autobiography, and poetry. Content includes pertinent criticism, important bibliographies, research studies, historical analysis, and increasingly sophisticated pedagogical resources. Students will use the works they read, current research, and web-based resources to create curricula appropriate for adolescent readers. [Dual-listed with ENG 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**ENG 4570. Studies in American Indian Literature (3).F. Alternate years.**

A study of major American Indian writers from oral traditions through the present. [Dual-listed with ENG 5570.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**ENG 4571. Capstone in American Indian Literature (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on American Indian literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4580. Studies in African-American Literature (3).S.**

A close examination of major African/American writers, with emphasis on twentieth century novelists and poets.



**ENG 4581. Capstone in African-American Literature (3).S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on African-American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4585. Studies in Ethnic American Literature (3).F. Alternate years.**

An in-depth and multi-cultural examination of major ethnic American writers. [Dual-listed with ENG 5585.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**ENG 4586. Capstone in Ethnic American Literature (3).F.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Ethnic American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4590. Topics in World Literature (3).F;S.**

A study of literary content, theories, and problems of a specific world-epoch. (Global Learning Opportunity course)

**ENG 4591. Theory and Practice in the Teaching of High School English (3).F;S.**

This course gives preservice teachers an opportunity to think about and explore pedagogy and curriculum for Secondary English through reading, discussion, planning, projects and presentations. Participants will also be asked to consider institutional issues and conditions that impact teaching, as well as needs and concerns of adolescents, societal influences on schools, and conceptions of what constitutes good teaching and learning. This course should be taken the semester prior to student teaching. (Same as CI 4591.)

**ENG 4592. Capstone in Topics in World Literature (3).F;S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on World literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor. (Global Learning Opportunity course)

**ENG 4620. Topics in Language (3).On Demand.**

Special topics in English language and linguistics. Students may repeat for up to six hours, provided the topic is different.

**ENG 4660. History of the English Language (3).F;S.**

A study of national, regional, and social varieties of English with particular attention to phonological, morphological, and cultural development.

**ENG 4710. Advanced Studies in Women and Literature (3).S.**

An examination of the work of a particular woman writer, a select group of related women writers, or a specific topic or genre.

**ENG 4711. Capstone in Women and Literature (3).S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the representation of women in literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4720. Appalachian Literature (3).F.**

A study of major regional movements, genres, writers in the Appalachian mountains, from settlement to the present. Content and approach may vary. [Dual-listed with ENG 5720.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**ENG 4721. Capstone in Appalachian Literature (3).F.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Appalachian literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4725. Southern Literature (3).F.Odd-numbered years.**

Examination of selected authors and works of southern literature. May include work of such authors as Thomas Jefferson, Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, William Faulkner, Lillian Smith, Tennessee Williams, Flannery O'Connor, Alice Walker, Toni Morrison, and Randal Kenan.

**ENG 4726. Capstone in Southern Literature (3).F.Odd-numbered years.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on major authors and works of southern literature. Includes work of such authors as Thomas Jefferson, Frederick Douglass, Charles Chesnutt, Zora Neale Hurston, William Faulkner, Lillian Smith, Tennessee Williams, Flannery O'Connor, Alice Walker, Toni Morrison, and Randal Kenan. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4730. The Novel (3).S.**

A study of selected novels from English, American and world literature.

**ENG 4731. Capstone in the Novel (3).S.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the novel and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4760. Literary Criticism (3).S.**

Studies of the classical critics in translation and of the contemporary critics, with emphasis on specific techniques.

**ENG 4761. Capstone in Literary Criticism (3).S.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on literary criticism and theory and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4770. Early American Literature (3).F.**

Studies in the works of the founders of American political, religious, and literary culture as reflective of trends in intellectual history.

**ENG 4771. Capstone in Early American Literature (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Early American literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4780. American Literature: 1783-1865 (3).F.**

Examination of the major authors under whose leadership American literature achieved world prominence. Includes the work of such authors as Irving, Emerson, Hawthorne, Fuller, Whitman, Poe, Thoreau, Melville, Stowe, Douglass, and Dickinson.

**ENG 4781. Capstone in American Literature: 1783-1865 (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the major authors under whose leadership American literature achieved world prominence. Includes the work of such authors as Irving, Emerson, Hawthorne, Fuller, Whitman, Poe, Thoreau, Melville, Stowe, Douglass, and Dickinson. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4785. American Literature: 1865-1914 (3).S.**

Examination of the major authors and works of American Realism and Naturalism. Includes the work of such authors as Twain, James, Howells, Wharton, Dreiser, Crane, Chesnutt, and Chopin.

**ENG 4786. Capstone in American Literature: 1865-1914 (3).S.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on American Realism and Naturalism. Includes the work of such authors as Twain, James, Howells, Wharton, Dreiser, Crane, Chesnutt, and Chopin. Fulfills

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the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4790. Modern American Literature: 1914-1960 (3).F.**

A study of poetic and prose works most characteristic of American literature and thought during the first half of the twentieth century. Emphasis on major writers.

**ENG 4791. Capstone in Modern American Literature: 1914-1960 (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on modern American literature (1914-1960) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4795. Contemporary American Literature: 1960-Present (3).S.**

A study of poetic and prose works most characteristic of postmodern and contemporary American literature and thought. Emphasis on diversity of expression.

**ENG 4796. Capstone in Contemporary American Literature: 1960-present (3).S.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on contemporary American literature (1960- present) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4800. Colloquium (1-4). On Demand.**

Content to vary; may be repeated for credit when content does not duplicate.

**ENG 4810. Advanced Folklore (3).S.**

An in-depth and multi-cultural study of one or more folklore genres in cultural context with interdisciplinary approaches from the humanities and social sciences. It is recommended that ENG 3050, Studies in Folklore, be taken prior to this course. [Dual-listed with ENG 5710.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**ENG 4811. Capstone in Folklore (3).S.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on folklore and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4815. Rachel Rivers Coffey Colloquium in Creative Writing (3).F.**

*GEN ED: Capstone Experience*

An advanced creative writing workshop taught in conjunction with a visiting nationally distinguished senior writer. Content to vary by genre. Fulfills the capstone requirement for the Bachelor of Arts degree in English with a concentration in Creative Writing. May be repeated for credit when content does not duplicate. Prerequisite: ENG 3651, ENG 3652, ENG 3670/THR 3670, ENG 3679/THR 3679, or ENG 3680/COM 3680 and senior standing. (ENG 3661, ENG 3662, or ENG 3663 is a suggested prerequisite, but students may also enroll in the colloquium with the permission of the instructor.)

**ENG 4820. Medieval British Literature (3).F.**

An introductory study of medieval British literature and Middle English.

**ENG 4821. Capstone in Medieval British Literature (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Medieval British literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4825. The Age of Chaucer (3).F.** Even-numbered years.

An in depth study of the literature of the High Middle Ages in England, focusing on the writings of Chaucer and his contemporaries, and including religious and secular lyrics, mystical writing, courtly romance, religious drama, chronicle, and writing by and about women.

**ENG 4826. Capstone in the Age of Chaucer (3).F.** Even-numbered years.*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on the writings of Chaucer and his contemporaries and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4830. Shakespeare: Early Works (3).F.**

A study of Shakespeare's earlier works.

**ENG 4831. Capstone in Shakespeare: Early Works (3).S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Shakespeare's earlier works and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4840. Shakespeare: Later Works (3).S.**

A study of Shakespeare's later works.

**ENG 4841. Capstone in Shakespeare: Later Works (3).S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Shakespeare's later works and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4850. Renaissance Literature (3).S.**

A study of literature written in England from 1500 to 1660, with each offering limited to selected works. (WRITING)

**ENG 4851. Capstone in Renaissance Literature (3).S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on literature of the Renaissance and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4860. Restoration and Eighteenth Century Literature (3).S.**

A study of the literature written in England during the years 1660-1800. Each offering is limited to selected works and authors of the period.

**ENG 4861. Capstone in Restoration and Eighteenth Century Literature (3).S.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on literature of the English Restoration and Eighteenth Century and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4870. Literature of the British Romantic Period (3).F.**

A survey of significant writers of the Romantic period in British literature. Authors may include William Blake, Mary Robinson, Charlotte Smith, Jane Austen, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Mary and Percy Shelley, John Keats, John Clare, and Felicia Hemans, among others.

**ENG 4871. Capstone in British Romantic Literature (3).F.***GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on British Romantic literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4880. Literature of the Victorian Period (3).F.**

A study of selected British poets, novelists, and essayists from the Victorian era (1837-1901). Authors may include Tennyson, Robert and Elizabeth Barrett Browning, Christina and Dante Gabriel Rossetti; Thackeray, Dickens, the Brontes, Gaskell, George Eliot, Hardy, Wilde, Kipling; and/or Carlyle, J.S. Mill, Ruskin, Darwin, among others.

**ENG 4881. Capstone in Victorian Literature (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Victorian literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4890. Twentieth Century British Literature: 1900-1945 (3).F.**

A study of major themes and literary techniques found in the British literature of the first half of the twentieth century.

**ENG 4891. Capstone in Twentieth Century British Literature: 1900-1945 (3).F.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Twentieth Century British literature (1900-1945) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4895. Twentieth Century British Literature: 1945-Present (3).S.**

A study of major themes and literary techniques found in the British literature of the second half of the twentieth century.

**ENG 4896. Capstone in Twentieth Century British Literature: 1945-present (3).S.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Twentieth Century British literature (1945-present) and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4898. Topics in Irish Literature (3).S.Alternate years.**

This course explores Irish literature and culture through a variety of genres and may be organized thematically, by region, by literary period, or by major author.

**ENG 4899. Capstone in Topics in Irish Literature (3).S.Alternate years.**

*GEN ED: Capstone Experience*

A senior capstone experience in the presentation and discussion of current topics in literary study, focused on Irish literature and culminating in an independent research project. Fulfills the capstone requirement for the Bachelor of Arts degree in English. Prerequisites: ENG 3000, senior standing, and permission of the instructor.

**ENG 4900. Internship in Writing/Editing/ (1-12).F;S.**

On-the-job work experience individually tailored to students' career orientation. Prerequisite: permission from the Director of the Professional Writing Program is required. Graded on an S/U basis.

## Environmental Science Program (ENV)

*Christopher S. Thaxton, Director*

The Bachelor of Science degree in Environmental Science is designed for students desiring a broad and interdisciplinary approach to studies in the environmental sciences. Although several science departments at Appalachian State University offer ecology, environmental, and/or applied concentrations within their specific discipline, the interdisciplinary nature of this degree allows students the option of pursuing a degree that crosses traditional departmental borders and capitalizes on Appalachian's cross-disciplinary expertise in the area of environmental sciences.

Coursework for the degree is necessarily rigorous and is comprised of a comprehensive science and math base as well as core environmental science courses across the various disciplines of biology, chemistry, geography and planning, geology, and physics and astronomy. The program offers students some latitude to focus on additional courses within a desired discipline and culminates in the completion of a senior capstone course (ENV 4100, 4110, 4510) that challenges the students to employ multi-disciplinary and cooperative approaches to solving environmental issues.

The primary objectives of this degree are to provide students with the scientific knowledge and the analytical and communication skills necessary for careers in the environmental industry, government, and business as well as post-graduate studies in various academic disciplines related to the environmental sciences.

### **The Bachelor of Science degree in Environmental Science (121A/03.0104)**

The program of study is available at: [www.programsofstudy.appstate.edu/environmental-science-bs-121a-2016-2017](http://www.programsofstudy.appstate.edu/environmental-science-bs-121a-2016-2017)

### **The Bachelor of Science degree in Environmental Science (121B/03.0104)**

The Bachelor of Science degree in Environmental Science focuses on preparing students for professional careers in the environmental science sector.

The program of study is available at: [www.programsofstudy.appstate.edu/environmental-science-bs-environmental-professional-121b-2016-2017](http://www.programsofstudy.appstate.edu/environmental-science-bs-environmental-professional-121b-2016-2017)

### **Honors Program in Environmental Science**

The Environmental Science Program offers an honors program which culminates in a senior honors research and thesis course (ENV 4510) open to majors in Environmental Science with an outstanding undergraduate record. In order to graduate with "honors in environmental science," a student must have a minimum GPA of 3.45 overall and in environmental science, and must take nine semester hours of honors credit in environmental science including ENV 3560 (or the equivalent, as approved by the environmental science program director) and ENV 4510 (with a grade of "B" or higher). Students must apply for consideration of "honors in environmental science" with the environmental science program honors coordinator. To satisfy the nine semester hours of honors credit requirement, students may take honors courses or honors course sections in biology, chemistry, geology, or physics (with permission of the appropriate department chair) or students may arrange to take specific additional environmental science or science courses on an honors basis by negotiating an honors contract with the course instructor before class begins. The honors contract, which must be approved by the environmental science program honors coordinator, allows the student to receive honors credit for a regular course in environmental science or other science departments by specifying the additional assignments that the student must perform in order to receive honors credit. Additional information may be obtained from the Director's Office of the Environmental Science Program.

### **Courses of Instruction in Environmental Science (ENV)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### **ENVIRONMENTAL SCIENCE (ENV)**

##### **ENV 1010. Introduction to Environmental Science and Engineering (3).F.**

An introduction to the interdisciplinary fields of environmental science and engineering through case studies that emphasize the application of the scientific method toward understanding human and natural systems, analyzing the human-nature interface, and developing sustainable solutions. Topics include information literacy; environmental economics, policy, and planning; ecology and complex systems; natural resources management; energy; and sustainability. Prerequisite: Passing the math placement test or successful completion of MAT 0010.

##### **ENV 3010. Dynamics of Complex Systems (3).F.**

This course is an introduction to the quantitative analysis of multi-variate complex systems relevant to the environmental sciences. Topics include stability theory; local and global attractors; the nature and role of feedback; system asymmetry, heterogeneity, and diversity; stability resilience, bifurcations, and critical transitions; chaotic attractors; pattern emergence and self-organized criticality. Lecture three hours. Prerequisites: BIO 1802, CHE 2101 or CHE 2201, GLY 2250, and PHY 1151.



**ENV 3100. Issues in Environmental Science (1).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course is open to third year Environmental Science (ENV) majors who have successfully completed RC 2001, the second year writing course. ENV 3100 fulfills the third year writing in the discipline requirement for ENV majors and must be completed prior to taking ENV 4100, the capstone course. The content will emphasize readings and discussions of important contemporary themes in the biological, chemical, and geophysical areas of environmental science, with an emphasis on developing and honing various types of scientific writing skills for different audiences. Required readings and related discussions will include scientific journal articles, synthesis papers on environmental topics, opinion papers, and technology transfer articles. Prerequisite: RC 2001 or its equivalent. (WRITING)

**ENV 3110. Environmental Regulation and Enforcement (3).F.**

The purpose of this course is to equip students with an understanding of environmental regulation in the U.S., from its origin as environmental policy to its application and enforcement. This course will provide students with an overview of 1) the role and responsibilities of regulators, 2) the various aspects of industry regulation (with special emphasis on the surface mining industry), and 3) aspects of environmental and safety regulation applicable to industry consultants. The course will conclude a survey of the different mechanisms of regulatory enforcement. Throughout the course, students will be asked to consider and evaluate the varying and often competing interests of industry, regulatory agencies, and private citizens who are impacted by environmental regulation (or the lack of it). This course will benefit any student who intends to work in environmental consulting, industry, government, or environmental advocacy. (Same as GLY 3110.)

**ENV 3455. Quantitative Data Analysis for Earth and Environmental Scientists (3).F.**

This course provides an introduction to processing, visualizing, and interpreting Earth and environmental science data using scientific computing techniques widely used in the related fields. Biweekly lectures introduce the relevant quantitative methods within the context of Earth and environmental science applications. Weekly laboratories emphasize the application of quantitative tools toward analysis of data in support of various modes of dissemination. Earth science applications include but are not limited to scripting and generating reproducible plots for reports, creating longitudinal stream profiles, temporal, spatial, and magnitude filtering of NEIC earthquake data, and contouring a local water table. Prerequisites: GLY 2250, MAT 1110, and PHY 1150, or permission of the instructor. (Same as GLY 3455.)

**ENV 3530-3549. Selected Topics (1-4).On Demand.**

**ENV 3560. Undergraduate Research (1-3).On Demand.**

The student will participate in on-going faculty-directed research. This will include involvement in the solution of a theoretical problem or the involvement in experimental work or field work which may include the design of an experiment or experimental apparatus, acquisition of data, and/or data reduction and analysis. This course is required for students planning to graduate with honors in environmental science. For honors credit, the work must also include the presentation of the results in a scholarly publication or at a scholarly meeting. ENV 3560 may be repeated for a total credit of four semester hours. Graded on an S/U basis.

**ENV 4100. Environmental Science Seminar (3).F;S.**

*GEN ED: Capstone Experience*

This capstone course emphasizes the critical need for a multi-disciplinary and cooperative approach to solving challenging environmental issues on local and global scales. The course is project-driven and employs literature and case study research, data gathering, and active group problem-solving to address issues such as scientific and engineering solutions, environmental and economic impacts, regulatory compliance, and public policy. Students are required to disseminate project results via written reports, oral presentations, and/or poster sessions. This course serves as the senior capstone course for students enrolled in the Bachelor of Science degree in Environmental Science. Lecture two hours, laboratory three hours. Prerequisites: ENV 3100, ENV majors only, and senior standing or permission of the instructor.

**ENV 4110. Environmental Management and Impact Analysis (3).S.**

*GEN ED: Capstone Experience*

An applied course that introduces students to implementing National Environmental Policy Act (NEPA) regulations and guidelines. Prerequisites: ENV 3100 or GLY 3703, and GHY 3812. (Same as GLY 4110.)

**ENV 4510. Senior Honors Research and Thesis (1-3).On Demand.**

*GEN ED: Capstone Experience*

Independent in-depth research and preparation of a thesis on a significant topic in environmental science, directed by a thesis faculty advisor in the environmental science program or in another science/math department within the College of Arts and Sciences. A thesis is presented in writing to the environmental science program honors coordinator along with an oral presentation to faculty. The thesis is to be examined (defended) and approved by both the thesis faculty advisor and by a second reader from a different

department. The course grade is determined by the thesis faculty advisor and by the environmental science program honors coordinator. This course is required for graduation with honors in environmental science. Prerequisites: ENV 3560, a GPA of at least 3.45 overall and in environmental science courses, the approval of the proposed research topic and methods by the environmental science program honors coordinator, and the assignment of a research thesis advisor during the semester prior to enrollment in this course. ENV 4510 may be repeated for a total credit of three semester hours.

**ENV 4900. Internship in Environmental Science (1-12).F;S.**

Independent, supervised work in Environmental Science at a company, government agency, or non-profit organization. Prerequisite: Jr standing. May be taken for a maximum of 12 semester hours. Only three total hours may count toward major requirements. Graded on an S/U basis.

## Fermentation Sciences Program (FER)

Seth D. Cohen, Director

The Bachelor of Science degree in Fermentation Sciences is intended to prepare students for successful careers within the industry, business development, or in basic and applied research and development. The FER curriculum ties together multiple scientific and business disciplines necessary for students to understand the broad application of their skills and expertise. The coursework required for the degree program demands that students demonstrate an understanding of advanced principles in chemistry, biology, and mathematical sciences as well as business and marketing. Upper-level coursework in Fermentation Sciences builds on the advanced principles of these disciplines and necessitates the rigor of the curriculum. Students are expected to engage in considerable hands-on experimentation and experience through on- and off-campus internships.

Students within Fermentation Sciences are strongly encouraged to pursue a minor in the specific discipline of their interest. This will help broaden student experiences and hone their skills within a specific field. This is especially pertinent for students considering graduate studies or careers in applied research.

Students successful in the Fermentation Sciences program are poised for careers ranging from the production of beer, spirits, and wine, to other foods and beverages. In addition, the skills and expertise are relevant for careers in rapidly advancing fields such as food science, bio-processing of fuels, natural products, bio-pharmaceuticals, water and waste remediation, and agricultural sciences, as well as graduate studies or research and development. All of these fields demand professionals with a solid understanding of core scientific principles, business management, and strong problem-solving skills.

### The Bachelor of Science degree in Fermentation Sciences (118A/01.1099)

The program of study is available at: [www.programsofstudy.appstate.edu/fermentation-sciences-bs-118a-2016-2017](http://www.programsofstudy.appstate.edu/fermentation-sciences-bs-118a-2016-2017)

### Courses of Instruction in Fermentation Sciences (FER)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### FERMENTATION SCIENCES (FER)

##### **FER 1000. Principles of Fermentation Sciences (3).S.**

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

Principles of fermentation sciences will cover the history, culture, and fundamental science of the fermentation processes, basic food science, microbiology, chemistry, biology, natural products chemistry and nutrition. FER 1000 will introduce concepts relating to the cultivation of grapes, grains and hops utilized in the fermentation industry. Students will be exposed to the basic methods and principles behind the fermentation process including production of cheese, bread, vegetables, meats, beer, wine, bio-fuels and distilled products.

##### **FER 2000. Social Implications of Fermented Beverages (1).F.**

This seminar will provide an overview and discussions around the historical, cultural, social, moral, ethical and legal aspects of alcohol production and consumption as well as metabolism and human physiology. This includes discussion of ideas such as alcohol consumption in the context of various theological and cultural principles and beliefs. Other exercises, such as debating the merit of alcohol production from food-crops, will provide students with an opportunity to exchange ideas and engage in scholarly debate through verbal and written communication. Lectures and discussion will be lead by invited faculty and staff within their field of expertise (e.g., philosophy and religion, sociology, toxicology, biology).

##### **FER 3000. Viticulture: Vine Physiology and Vineyard Establishment (4).F;S.**

Viticulture will focus on the taxonomy, morphology, and cultivation installation and maintenance as well as vine physiology, pest and disease management, water relations and general quality/yield parameters. Discussions will highlight differences based on geographic locations and vine-climate interactions. Students will also gain hands-on experience with vine management and cultivation through visits and collaboration with local vineyards. Prerequisite: BIO 1801.

**FER 3200. Facility Design and Operation (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course will provide students with knowledge relevant to the design and operation of standard production facilities. Scientific principles will include fluid and mass transfer and thermodynamics. Students will gain experience interpreting systems and process identification diagrams and equipment design, layout and flow-through. This course will be project-based, where students are required to research and design an appropriate facility including handling of raw materials, waste streams, fermentation, distillation and packaging including cost analysis. Projects will be undertaken in teams and require professional written/oral documentation and presentation.

**FER 3500. Independent Study (1-4).On Demand.**

**FER 3530-3549. Selected Topics (1-4).On Demand.**

**FER 3560. Undergraduate Research (1-3).On Demand.**

The student will participate in a research project under the direction of a faculty member. This may include a research topic relating to fermentation, hop or grapevine development and canopy management, method development in chemistry or microbiology, application of analytical instrumentation, business or market research, or national/international collaboration (e.g., during study abroad). The approved project should be of significant impact for publication or oral presentation at a relevant scholarly meeting. A written project report will be mandatory for assignment of credits upon completion. May be repeated for a total credit of four semester hours.

**FER 4100. Wine Production and Analysis (4).F.**

Wine production and analysis will lead students through the processing of grapes from the vine to the bottle. Lectures will provide an overview of the winemaking process and the scientific principles associated with each step including microbiology, biochemistry, chemistry, and standard equipment and instrumentation used in the process. The fundamental aspects of berry composition, fermentation kinetics, sanitation, aging and bottling will be discussed. Students will have hands-on experience with micro-scale fermentations and standard laboratory analysis of fruit, must and finished wines. Field trips will include visits to local vineyards and wineries to provide relevant exposure to facilities and the winemaking process. Lecture three hours, laboratory three hours. Prerequisites: CHE 2210 and CHE 2211. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**FER 4200. Brewing Science and Analysis (4).S.**

This course will provide a rigorous coverage of the chemical and physical processes that go into brewing malted beverages, including coverage of the hops, malt, and yeast varieties and how they are combined to produce specific styles and flavors of beers. Flavor and aroma compounds will be quantified by students using appropriate instrumental techniques. Lecture three hours, laboratory three hours. Prerequisites: CHE 2210 and CHE 2211. (Same as CHE 4200.)

**FER 4300. Sensory Analysis of Wine and Beer (3).S.**

*GEN ED: Capstone Experience*

FER 4300 serves as a final course in the FER series intended to provide students with a competency in sensory science and its relevance to food and beverage production. Students must be 21 years of age although the "sip and spit" technique for proper sensory analysis will be advocated. The course will provide students with the basic principles involved in sensory perception and how these skills are used for quality assurance and detection in the food industry. Students should be adequately prepared to methodically assess products, identify characters and faults, and relate them to scientific principles presented in previous courses and experiences. Competency in statistics and methods of determining statistical differences is requisite for this course. Aspects of branding, marketing, business, laws and liabilities will be integrated into class discussions and projects. Prerequisites: FER 4100 or FER 4200/CHE 4200, and STT 2810.

**FER 4530-4549. Selected Topics (1-4).On Demand.**

**FER 4900. Internship (1-12).On Demand.**

Supervised practical experience in a business/field setting or laboratory setting, e.g. at a winery, brewery, vineyard, or in a natural production or processing facility. Requirements will include good academic standing, a clear agreement on the part of the industrial partner, and a commitment to excellence on the part of the student participant. A final report and an exit presentation are required. Graded on an S/U basis. Prerequisite: students must obtain approval of the program director before enrolling.

## Department of Geography and Planning (GHY/PLN)

*Kathleen A. Schroeder, Chair*

*Robert N. Brown*

*Jeffrey D. Colby*

*Richard J. Crepeau*

*Kara E. Dempsey*

*Robin L. Hale*

*Derek J. Martin*

*Michael W. Mayfield*

*Jessica J. Mitchell*

*L. Baker Perry*

*John C. Pine*

*Elizabeth Shay*

*Peter T. Soulé*

*Maggie M. Sugg*

*Saskia L. van de Gevel*

*James E. Young*

The major objectives of the Department of Geography and Planning are to:

1. Promote the understanding of the spatial dimensions of human behavior within the physical and cultural systems of the earth and the role of planning in achieving improvement in those systems
2. Offer a well-balanced curriculum which will aid students in finding productive places in society
3. Maintain a faculty and staff dedicated to teaching, scientific research, and community and regional service

### **The Bachelor of Arts degree in Geography (242A/45.0701)**

The program of study is available at: [www.programsofstudy.appstate.edu/geography-ba-242a-2016-2017](http://www.programsofstudy.appstate.edu/geography-ba-242a-2016-2017)

### **The Bachelor of Science degree in Community and Regional Planning (218A/04.0301)**

The program of study is available at: [www.programsofstudy.appstate.edu/community-and-regional-planning-bs-218a-2016-2017](http://www.programsofstudy.appstate.edu/community-and-regional-planning-bs-218a-2016-2017)

### **The Bachelor of Science degree in Geography (without teacher licensure) (241\*/45.0701)**

For the Bachelor of Science degree in Geography, students must select one of the following concentrations:

#### **General Geography concentration (241C)**

The program of study is available at: [www.programsofstudy.appstate.edu/geography-bs-general-geography-241c-2016-2017](http://www.programsofstudy.appstate.edu/geography-bs-general-geography-241c-2016-2017)

#### **Geographic Information Systems (GIS) concentration (241D)**

The program of study is available at: [www.programsofstudy.appstate.edu/geography-bs-geographic-information-systems-241d-2016-2017](http://www.programsofstudy.appstate.edu/geography-bs-geographic-information-systems-241d-2016-2017)

**A minor in Community and Regional Planning (218/04.0301)** consists of 19 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/community-and-regional-planning-minor-218-2016-2017](http://www.programsofstudy.appstate.edu/community-and-regional-planning-minor-218-2016-2017)

**A minor in Geography (242/45.0701)** consists of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/geography-minor-242-2016-2017](http://www.programsofstudy.appstate.edu/geography-minor-242-2016-2017)

### **Undergraduate Certificate in Geographic Information Systems (GIS) (140A/45.0701)**

The program of study is available at: [www.programsofstudy.appstate.edu/geographic-information-systems-gis-certificate-140a-2016-2017](http://www.programsofstudy.appstate.edu/geographic-information-systems-gis-certificate-140a-2016-2017)

## **Honors Program in Geography and Planning**

The Department of Geography and Planning offers honors courses on all undergraduate levels, which are open to students who have distinguished themselves. Honors courses carry full credit toward the majors in Geography or Community and Regional Planning, or for non-majors' full elective credit. Subject to the recommendations of the departmental honors committee, a student will be considered for graduation with "honors in geography" or "honors in planning" upon successful completion of at least one semester of honors work in a designated section of a freshman/sophomore level course (GHY 1010, GHY 1020, and PLN 2410); one junior level honors course (GHY 3510 or PLN 3510); and the Senior Honors Thesis (GHY 4510 or PLN 4510). The junior level course may be substituted with a contract honors section of a 3000 or 4000 level course, or with a graduate level course. Students must earn a grade of 'B' or higher on all honors coursework taken to fulfill any honors requirements, while still maintaining a minimum GPA of 3.5.

## **Master of Arts Degree**

The Department of Geography and Planning offers a Master of Arts degree in Geography. Persons interested in this degree program are requested to consult the *Graduate Bulletin* for further information.

## Courses of Instruction in Geography (GHY) and Community and Regional Planning (PLN)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### GEOGRAPHY HONORS (GHY)

#### **GHY 3510. Advanced Honors Seminar in Geography (3).S.**

Seminar on selected geographic topics. Enrollment by invitation of the Department or by application. Barring repetitive content, qualified students may repeat course once. For enrollees, this course may substitute for the appropriate Geography elective.

#### **GHY 4510. Senior Honors Thesis (1-4).F;S.**

Independent study and research for an end product, the honors thesis; directed by a member of the geography department, supported by two additional faculty/readers, in all constituting the senior thesis committee. Prerequisite: completion of an approved honors sequence, including GHY 3510. Enrollment by qualified applicants only. For enrollees, this course may substitute for a Geography & Planning free elective or other course as agreed upon by the Geography & Planning Honors Advisor.

### GEOGRAPHY (GHY)

#### **GHY 1010. Introduction to Physical Geography (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

A comprehensive study of our physical earth emphasizing the distributional patterns and inter-relatedness of its land, soils, natural vegetation and habitat, and weather and climate. Examinations of environmental issues including hazardous wastes, acid rain, floods, droughts, deforestation and air pollution. (CORE: SOCIAL SCIENCES) (Global Learning Opportunity course)

#### **GHY 1011. Global Climate Change (4).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Global Environmental Change")*

This course provides a scientific examination of global climate change, including the physical patterns within the atmosphere, climate change due to both natural and anthropogenic forcing mechanisms, and projections of future change at various spatial scales. Students will employ the scientific method in a series of field-based experiments to answer problems and address issues that complement the lecture material and focus on aspects of global climate change. Lecture three hours, laboratory two hours. (Global Learning Opportunity course)

#### **GHY 1012. Global Change of the Biosphere (4).F;S.**

*GEN ED: Science Inquiry Perspective (Theme: "Global Environmental Change")*

An introduction to the patterns, dynamics, and causes of change in the biosphere. Students will examine the fundamental geographic determinants of biodiversity patterns and the natural and human factors that drive biotic change, including climate change, land cover change, and biological invasions. Students will use the scientific method in hands-on laboratory activities to investigate causal relationships between global change processes and biome shifts, species migration, extinction, and loss of biodiversity. Lecture three hours, laboratory two hours. (Global Learning Opportunity course)

#### **GHY 1020. World Regional Geography (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

The study of our contemporary world divided into the regions of North America, Central and South America, Africa, the Middle East, Europe, the Russian Realm, and South, East and Southeast Asia. Examination of global issues including population problems, technology and culture change, rural versus urban development, resource exportation and international trade, political identity and international conflict. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES) (Global Learning Opportunity course)

#### **GHY 1040. Introduction to Human Geography (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course examines the spatial patterns of human society. By focusing on the description and analysis of the spatial dimensions of human language, economy, religion and government, this course is a celebration of human diversity. Lectures, readings, films, slides, writing exercises, map quizzes and class discussions will help the student to understand and appreciate the geography of the human mosaic. (MULTI-CULTURAL) (CORE: SOCIAL SCIENCES)

#### **GHY 2310. Cartographic Design and Analysis (3).F;S.**

An introduction to the relevance of maps, techniques of map interpretation, and map construction. Students will develop a knowledge of basic computer operations, cartographic communication theory, map use, data selection and processing, map design, and computerized map production techniques. Lecture two hours, laboratory two hours. (NUMERICAL DATA; COMPUTER) (ND Prerequisite: passing the



math placement test or successful completion of MAT 0010.)

**GHY 2500. Independent Study** (1–4).F;S.

**GHY 2812. Geospatial Data and Technology** (3).F;S.

An introduction to geospatial data and technology used by geographers, planners and others. This includes the collection, management and output of geospatial data. Topics include computing fundamentals, Geographic Information Systems (GIS), Global Positioning System (GPS), remote sensing, and database management systems. Lecture two hours, laboratory two hours. (Same as PLN 2812.) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GHY 3000. Communicating Geographic Information** (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course introduces students to writing styles in geography and provides practice with written and oral communication skills in a variety of academic and professional contexts. Students will critically evaluate geographic writing and oral presentations, use writing as a means of enhancing clarity of thought and depth of knowledge in geography, and communicate effectively in academic and professional settings. Prerequisites: junior standing and registration is restricted to geography majors; and RC 2001 or its equivalent.

**GHY 3011. Europe and the Russian Realm** (3).S.

A study of this region's contemporary geographic condition. Emphasis on resource development, superregional cooperation, environmental problems, industrial shifts, marketing and international trade, relations with the United States, and the potential for internal and international political stress.

**GHY 3012. U.S. and Canada** (3).S.

A survey of the physical, demographic, economic, and political patterns in the United States and Canada, with a focus on characteristics of regions. Students will examine historical and contemporary factors contributing to the geographic diversity and interdependence of the two countries.

**GHY 3013. North Carolina** (3).F;S.

The study of contemporary conditions and problems of land and people in a southern state. Topics include: economic development and potential for change, population mobility, urbanization and the impact of development in rural and environmentally fragile areas, regional impact of changing life styles, national and international interdependence. Recommended for future North Carolina teachers, public administrators and business leaders.

**GHY 3014. Geography of Latin America** (3).F.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Las Americas")*

This course stresses the diversity of physical environments, cultural traditions, and economic activities within Latin America and places special emphasis on the unique approaches that geographers bring to the study of this region. This course develops understanding of spatial patterns in Latin America through current readings, class discussions, lectures, slides, and videos.

**GHY 3015. The Geography of Asia** (3).F.

An introductory survey of the region. Emphasis is placed on the geographical patterns and the similarities and differences in physical and cultural environments, population growth, mobility and urbanization; natural resource location and exploitation; economic growth and international linkages; the environmental implications of development; and political stability and change.

**GHY 3016. Geography of the American South** (3).S.

A geographical examination of the natural regions, cultural landscapes, and regional identity of the American South. Topics include colonial settlement, spatial patterns of slavery and race, regional folk culture, geography of economic activity, globalization and social change, and patterns of physical geography. A focus will be the influence of the American South on American cultural identity. (Global Learning Opportunity course)

**GHY 3100. Weather and Climate** (3).S.

This course focuses on the basic principles, elements, and controls of meteorology and climatology. The primary objectives are to familiarize the student with major components of the earth's atmosphere, to enhance the student's understanding of the spatial distribution of meteorological elements, and to demonstrate the interactions between human activities and atmospheric elements. Prerequisite: GHY 1010 or permission of the instructor.

**GHY 3110. Vegetation, Soils, and Landforms** (3).F.

A systematic analysis of the spatial characteristics of vegetation, soils, and landforms especially as they interact in the North American realm. Consideration is given to the processes affecting the ecosystem and their relation to people's activities. Lecture two hours,

laboratory two hours. Several extensive field trips are taken. Prerequisite: GHY 1010, or permission of the instructor.

**GHY 3130. Geography of Biodiversity (3).S.**

The study of past and present geographic patterns of biodiversity. The course focuses on the living environment, emphasizing the physical and ecological conditions and processes that influence the distributions of organisms, communities, and ecosystems. Topics include past climates and continental configurations, dispersal and invasion, patterns of speciation and extinction, biodiversity, and application of biogeographic concepts of environmental conservation.

**GHY 3140. Mountain Geography (3).S.**

This course explores the physical and human dimensions of mountain environments. Specific topics include: global change in mountain environments, mountain meteorology, mountain hazards, glacial processes, mountain peoples and cultures, health and health care, human adaptation to mountains, and sustainable mountain development. Case studies are drawn from mountain regions around the world, especially the Appalachians, Andes, and Himalayas, with regional emphasis varying by the instructor.

**GHY 3210. Economic Geography (3).S.**

The geographic analysis of world economic systems, regions and patterns, as affected by interrelationships between both human and physical variables. Emphasis will be equally divided between theoretical and real-world patterns. Specific subjects of study include agriculture, manufacturing, services, transportation, urban/rural relationships, international markets and trade, and cultural differences in economic patterns. Recommended for business majors and required for geography majors. Prerequisite: one introductory course in either geography or economics.

**GHY 3310. Environmental Remote Sensing (3).S.**

An introduction to remote sensing technologies used for environmental and geographic analysis. Topics include aerial photo interpretation, satellite sensors, analysis of satellite imagery, thermal and radar sensors, and applications of remote sensing technology for vegetation, hydrology, landform, settlement, and economic development studies. Lecture two hours, laboratory two hours.

**GHY 3320. Environmental Issues in Appalachia (3).F.**

This course offers a systematic study of the physical and cultural setting of Appalachia. Topics include weather and climate, landforms, soils, vegetation, population, settlement and resource use. Emphasis is placed on the various interactions between people and their environment (e.g. air and water pollution, accelerated erosion, landslides). Field trips will be taken.

**GHY 3500. Independent Study (1-4).F;S.**

**GHY 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**GHY 3530-3549. Selected Topics (1-4). On Demand.**

**GHY 3800. Introduction to Quantitative Methods (3).F;S.**

This course will introduce students to a suite of statistical methods used to address research and applied problems in the fields of geography and planning. The course will include discussions of geographic data, sampling techniques, probability theory, parametric/non-parametric techniques in hypothesis testing, and introductory spatial statistics. Classes will address conceptual and theoretical aspects of each technique in conjunction with manual and software-based analyses of geographic data. (Same as PLN 3800.) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GHY 3812. Introduction to GIS (3).F;S.**

The course covers principles of geographic information science and applied practice with geographic information systems (GIS). Emphasis will be on the primary functions of GIS use, map design, and spatial analysis relevant to social and environmental issues through laboratory exercises and projects. Lecture two hours, laboratory two hours. Prerequisites: GHY 2310 and GHY 2812 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GHY 3820. GIS for the Environmental and Social Sciences (3).F.**

The application of geographic information science (GIS) to the environmental and social sciences. Topics include geospatial data, coordinate systems, cartographic design, remote sensing, and spatial analysis. Lab exercises complement classroom lecture and discussion. An independent project will allow students to apply GIS concepts and skills to a research topic in their discipline.

**GHY 4200. Urban Geography (3).F.**

Spatial organization of human activity focusing on the evolution and organization of city systems, the internal structure of urban areas, and urban problems, policies and planning with emphasis on problem solving and field work. The course is applied in nature

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and recommended for majors in social studies, business, and planning.

**GHY 4230. Political Geography (3).** On Demand.

Spatial aspects of territoriality, boundaries, voting patterns, government programs, formation of political units, political development and integration, and environmental policy.

**GHY 4240. Transportation Geography and Planning (3).**F.

This course examines the link between land use and the way people travel. Students will have the opportunity to study metropolitan evolution, historical trends in transportation, and the combined effect of the two. Additional study explores the many facets of travel (foot, bike, transit, automobile) and specific land use planning practices that attempt to offer more choices for transportation and land use. (Same as PLN 4240.) [Dual-listed with GHY 5240.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GHY 4510. Senior Honors Thesis (1-4).**F;S.

Independent study and research for the honors thesis; directed by a member of the geography faculty, supported by two additional faculty/readers, in all constituting the honors thesis committee. Prerequisite: completion of an approved honors sequence, including GHY 3510 (or an approved 3000 or 4000 honors-level substitute). Enrollment by qualified applicants only. For enrollees, this course may substitute for a Geography free elective or other course as agreed upon by the Geography & Planning Honors Advisor.

**GHY 4530-4549. Selected Topics (3).**On Demand.

**GHY 4620. Synoptic and Regional Climatology (3).**On Demand.

This course focuses on atmospheric controls and processes at the synoptic scale. Basic meteorological elements and concepts such as jet streams, long-range forecasting, cyclogenesis, and vorticity are discussed. Local and regional climatic patterns and anomalies are examined with respect to the dynamics of the large-scale circulation features of the atmosphere. Prerequisite: GHY 3100 or permission of the instructor. [Dual-listed with GHY 5620.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GHY 4810. Digital Image Processing (3).**F.

Course focuses on acquisition of digital images, image processing, image enhancement techniques for interpretation, and applications of remote sensing technology. Lecture two hours, laboratory two hours. Prerequisites: GHY 2812, GHY 3310 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with GHY 5810.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GHY 4812. Advanced GIS (3).**F;S.

GIS is a wide ranging topic encompassing five distinct functions within a total system context. These functions are: 1) data input, 2) data storage, 3) data management, 4) data manipulation and analysis, and 5) data output. Emphasis will be placed on the applications frequently found in geography and planning. This course is project oriented to give the student maximum experience in each of the functions of a GIS and to allow the student to associate the technical areas of GIS with real-world scenarios. Lecture two hours, laboratory two hours. Prerequisite: GHY 3812 or equivalent experience required. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with GHY 5812.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GHY 4814. Principles of GeoComputation (3).**F;S.

GeoComputation is spatial analysis with or without a geographic information system (GIS). The increasing power of computational environments enables the creation of new methods for analyzing geographic data. This course will include principles of GeoComputations, GIS programming, and linking GIS with environmental models. Lecture two hours, laboratory two hours. Prerequisite: GHY 3812 or permission of the instructor. [Dual-listed with GHY 5814.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GHY 4820. Geographical Hydrology (3).**S.

The study of the occurrence and movement of water on the earth, with a focus on applications of surface hydrology. Water movement through the hydrologic cycle, flood analysis, and water use/water policy are emphasized. Prerequisites: GHY 1010, GHY 3100, GHY 3110 or with permission of the instructor. [Dual-listed with GHY 5820.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GHY 4830. Senior Seminar (3).**F;S.

*GEN ED: Capstone Experience*

This course provides a capstone experience, bringing together a variety of geography and planning skills, abilities and knowledge. It

integrates academic concepts with real-world experience and helps the student advance from the undergraduate academic environment to a geography career and/or to graduate study. (Same as PLN 4830.)

**GHY 4900. Internship in Geography and Planning (3–12).F;S.**

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on an S/U basis.

**COMMUNITY AND REGIONAL PLANNING (PLN)**

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**PLN 2410. Town, City and Regional Planning (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

Introduction to the principles, philosophies, processes, and theories of planning. Emphasis is placed on planning approaches to the solution of contemporary regional, urban, and environmental problems. Students may choose to participate in field trips. (Global Learning Opportunity course)

**PLN 2500. Independent Study (1–4).F;S.**

**PLN 2812. Geospatial Data and Technology (3).F;S.**

An introduction to geospatial data and technology used by geographers, planners and others. This includes the collection, management and output of geospatial data. Topics include computing fundamentals, Geographic Information Systems (GIS), Global Positioning System (GPS), remote sensing, and database management systems. Lecture two hours, laboratory two hours. (Same as GHY 2812.) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PLN 3432. Planning Techniques (4).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

The course helps students develop skills and knowledge of planning methods and learn techniques that planners use to accomplish tasks in the planning office. The class combines formal lectures, discussion, and in-class exercises. Prerequisites: PLN 2410 and GHY 2812 or PLN 2812; and RC 2001 or its equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PLN 3500. Independent Study (1–4).F;S.**

**PLN 3510. Advanced Honors Seminar in Planning (3).S.**

Seminar on selected community and regional planning topics. Enrollment by invitation of the Department or by application. Barring repetitive content, qualified students may repeat course once. For enrollees, this course may substitute for the appropriate Planning elective.

**PLN 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**PLN 3530–3549. Selected Topics (1–4). On Demand.**

**PLN 3730. Land Use Regulations (3).F;S.**

This course teaches students about the uses and limitations of land use regulations at the local government level. Topics include: the U.S. system of land use controls and constitutional limitations on public control of private property; the structure of local zoning and subdivision ordinances; legal and administrative perspectives on land use regulations in local government decision-making; landowner rights and concerns; the site review process; environmental land use regulations; and planning ethics. Prerequisite: PLN 2410.

**PLN 3800. Introduction to Quantitative Methods (3).F;S.**

This course will introduce students to a suite of statistical methods used to address research and applied problems in the fields of geography and planning. The course will include discussions of geographic data, sampling techniques, probability theory, parametric/non-parametric techniques in hypothesis testing, and introductory spatial statistics. Classes will address conceptual and theoretical aspects of each technique in conjunction with manual and software-based analyses of geographic data. (Same as GHY 3800.) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PLN 4240. Transportation Geography and Planning (3).F.**

This course examines the link between land use and the way people travel. Students will have the opportunity to study metropolitan

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evolution, historical trends in transportation, and the combined effect of the two. Additional study explores the many facets of travel (foot, bike, transit, automobile) and specific land use planning practices that attempt to offer more choices for transportation and land use. (Same as GHY 4240.)

**PLN 4425. Task-Oriented Group Facilitation Methods (3).S.**

Develop leadership and group facilitation skills through hands-on instruction that demonstrates how to conduct focused conversations, lead workshops, and accomplish action planning. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want to actively participate in the creation of their own futures. (Same as COM 4425.)

**PLN 4450. Planning for Sustainable Communities (3).S**

This course familiarizes students with the opportunities and challenges of sustainable development in the context of community experience and civic life in the U.S. Emphasis is placed on linking collective behaviors; the social, ecological, and economic impacts of those behaviors; and strategies for increasing sustainability at the community scale. [Dual-listed with PLN 5450.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PLN 4460. Environmental Policy and Planning (3).S.**

This course familiarizes students with the philosophical, legal, and institutional foundations of environmental policy and planning in the United States. Students will have the opportunity to study policies and planning tools for federal, state, and local agencies. [Dual-listed with PLN 5460.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PLN 4470. Community Development (3).F.**

This course introduces students to conventional and alternative approaches to community development. Students will have the opportunity to study aims and strategies employed by community development professionals, activists, and community members in urban and rural settings. Topics for reading and discussion include: poverty and race, affordable housing, economic revitalization, environmental justice, and public participation in planning. [Dual-listed with PLN 5470.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PLN 4510. Senior Honors Thesis (1-4).F;S.**

Independent study and research for the honors thesis; directed by a member of the planning faculty, supported by two additional faculty/readers, in all constituting the honors thesis committee. Prerequisite: completion of an approved honors sequence, including PLN 3510 (or an approved 3000 or 4000 honors-level substitute). Enrollment by qualified applicants only. For enrollees, this course may substitute for a Geography & Planning free elective or other course as agreed upon by the Geography & Planning Honors Advisor.

**PLN 4530-4549. Selected Topics (3).On Demand.**

**PLN 4700. Planning Studio (3).S.**

This advanced undergraduate studio course helps planning majors apply planning knowledge and skills through a project that addresses a current planning concern. Under faculty supervision, students follow a formal planning process; locate and exchange information for project development and support; follow organizational, analytical, participatory, and interpretive procedures for developing and implementing project phases; practice presentation skills; and produce written and visual materials appropriate to the planning field. Open to planning majors; others by permission of the instructor.

**PLN 4830. Senior Seminar (3).S.**

*GEN ED: Capstone Experience*

This course provides a capstone experience, bringing together a variety of planning and geography skills, abilities and knowledge. It integrates academic concepts with real-world experience and helps the student advance from the undergraduate academic environment to a planning career and/or to graduate study. (Same as GHY 4830.)

**PLN 4900. Internship in Geography and Planning (3-12).F;S.**

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning and is conducted jointly with an appropriate public or private agency. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on an S/U basis.

## Department of Geology (GLY)

*William P. Anderson, Jr., Chair*

*William P. Anderson, Jr.*

*Sarah K. Carmichael*

*Gabriele M. Casale*

*Ellen A. Cowan*

*Cole T. Edwards*

*Chuanhui Gu*

*Steven J. Hageman*

*Andrew B. Heckert*

*Jamie S.F. Levine*

*Cynthia M. Liutkus-Pierce*

*Scott T. Marshall*

The fundamental purpose of the Department of Geology is to promote a scientific understanding of earth systems - an awareness essential to an environmentally sound and sustainable future for the human race. The specific purposes of the Department of Geology are:

1. To provide all students with the opportunity to learn about the nature of science and basic scientific principles through the study of geology
2. To introduce students to the many ways in which geology is interwoven into the fabric of modern civilization
3. To provide students with an understanding of the interrelationships of the basic parts of Earth Systems
4. To provide students who seek a career in geology with the sound background for productive work in the profession and in graduate studies
5. To provide present and future teachers with the knowledge and methods necessary for competent instruction in the earth and environmental sciences
6. To provide members of the public with the opportunity to gain a better understanding of the Earth Systems of which they are a part

A major in geology leading to either the Bachelor of Arts degree or the Bachelor of Science (non-teaching) degree is appropriate for those students who intend to pursue graduate studies in Geology. The Bachelor of Science (non-teaching) degree is recommended for students who seek a career at the Bachelor degree level.

### **The Bachelor of Arts degree in Geology (119A/40.0601)**

The program of study is available at: [www.programsofstudy.appstate.edu/geology-ba-119a-2016-2017](http://www.programsofstudy.appstate.edu/geology-ba-119a-2016-2017)

### **The Bachelor of Science degree in Geology (244A/40.0601)**

The program of study is available at: [www.programsofstudy.appstate.edu/geology-bs-244a-2016-2017](http://www.programsofstudy.appstate.edu/geology-bs-244a-2016-2017)

**The Bachelor of Science degree in Geology (non-teaching) (259\*/40.0601) with a concentration in Environmental Geology (259C)** will provide a background for students who seek a career or graduate work in which they apply geological principles to the solution of environmental problems.

The program of study is available at: [www.programsofstudy.appstate.edu/geology-bs-environmental-geology-259c-2016-2017](http://www.programsofstudy.appstate.edu/geology-bs-environmental-geology-259c-2016-2017)

**The Bachelor of Science degree in Geology (non-teaching) (259\*/40.0601) with a concentration in Paleontology (259D)** will provide a background for students who seek graduate work in various fields of paleontology, paleobiology or the oil and gas industry.

The program of study is available at: [www.programsofstudy.appstate.edu/geology-bs-paleontology-259d-2016-2017](http://www.programsofstudy.appstate.edu/geology-bs-paleontology-259d-2016-2017)

**The Bachelor of Science degree in Geology (non-teaching) (259\*/40.0601) with a concentration in Quantitative Geoscience (259E)** will provide a background for students interested in pursuing professional careers or graduate study in areas that demand rigorous quantitative and numerical skills. These areas may include, but are not limited to: environmental geology and sciences, geophysics, hydrology/hydrogeology, tectonics/seismology and paleontology.

The program of study is available at: [www.programsofstudy.appstate.edu/geology-bs-quantitative-geoscience-259e-2016-2017](http://www.programsofstudy.appstate.edu/geology-bs-quantitative-geoscience-259e-2016-2017)

**The Bachelor of Science degree in Geology (259\*/40.0601) with a concentration in Secondary Education (259F)[T] (with teacher licensure)**

The program of study is available at: [www.programsofstudy.appstate.edu/geology-bs-secondary-education-259f-2016-2017](http://www.programsofstudy.appstate.edu/geology-bs-secondary-education-259f-2016-2017)

**A minor in Geology (244/40.0601)** (17 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/geology-minor-244-2016-2017](http://www.programsofstudy.appstate.edu/geology-minor-244-2016-2017)



### Honors Program in Geology

The Department of Geology offers an honors program in geology. Admission to the honors program requires completion of GLY 2250 (Evolution of the Earth lecture and lab) and a minimum grade-point average, both overall and in the major, of 3.40. To graduate with "honors in geology," a student must have a minimum grade point average of 3.45, overall and in geology, and must take a total of nine semester hours of geology with honors at the 2000 level or above with a grade of "B" or better in each course. The required honors thesis in geology is the three-credit course GLY 4510 (Senior Honors Thesis). The Geology Honors Thesis must be approved by two readers, with the thesis director from the Department of Geology, in order to graduate with honors in geology.

### Courses of Instruction in Geology (GLY)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### GEOLOGY (GLY)

##### **GLY 1010. General Geology Laboratory** (1).F;S.

*GEN ED: Science Inquiry Perspective (Themes: "Restless Planet: Earth, Environment, and Evolution"; "Life, Earth, and Evolution"; "The Blue Planet"; and "Global Environmental Change")*

Laboratory exercises to supplement the study of topics listed under GLY 1101, GLY 1102, GLY 1103, GLY 1104, GLY 1105. Laboratory two hours. Prerequisite: 3 credit hours of geology or earth and environmental science. Credit is not allowed for both GLY 1010 and any of the following: GLY 1101, GLY 1102, GLY 1103, GLY 1104, GLY 1105.

##### **GLY 1101. Introduction to Physical Geology** (4).F;S.

*GEN ED: Science Inquiry Perspective (Theme: "Restless Planet: Earth, Environment, and Evolution")* Introduction to the composition, origin, and modification of Earth materials through the study of the Earth's interacting dynamic systems; study and application of the scientific method with reference to the principles of geology as demonstrated through use of case histories and laboratory material. Lecture three hours, laboratory two hours. (ND prerequisite: passing the math placement test or successful completion of MAT 0010.) (Global Learning Opportunity course)

##### **GLY 1102. Introduction to Historical Geology** (4).F;S.

*GEN ED: Science Inquiry Perspective (Themes: "Life, Earth, and Evolution" and "Restless Planet: Earth, Environment, and Evolution")*

A study of the historical and biological aspects of the science of geology – tectonic models for understanding earth structure and lithospheric history, the physical and paleontological bases for understanding geologic time and dating rocks, biological principles relating to the evolution of organisms revealed in the fossil record, facts and theories of biological evolution, a survey of the evolution of organisms through time, the geologic history of North America, and discussion of the scientific aspects of the scientific-religious controversy of evolution vs. creationism. Lecture three hours, laboratory two hours. (ND prerequisite: passing the math placement test or successful completion of MAT 0010.) (Global Learning Opportunity course)

##### **GLY 1103. Environmental Change, Hazards, and Resources** (4).F;S.

*GEN ED: Science Inquiry Perspective (Themes: "Restless Planet: Earth, Environment, and Evolution" and "Global Environmental Change")*

A survey of the chemical and physical processes that change the Earth's crust and surface creating geologic hazards and environmental problems for people; human perturbations of the environment that directly and indirectly affect geological change and human life, such as mining, waste disposal, and agricultural practices; and the principles of origin, distribution, availability, environmental consequences of use, and exploration of the Earth's mineral and water resources. Lecture three hours, laboratory two hours. (ND prerequisite: passing the math placement test or successful completion of MAT 0010.) (Global Learning Opportunity course)

##### **GLY 1104. Water: Mountains to Sea** (4).F;S.

*GEN ED: Science Inquiry Perspective (Themes: "The Blue Planet" and "Global Environmental Change")*

A study of the interaction between terrestrial water and geological phenomena. The course applies the scientific method to the study of the continental components of the hydrologic cycle. It also focuses on the interaction of water with the rock and plate tectonic cycles. Lecture three hours, laboratory two hours. (Global Learning Opportunity course)

##### **GLY 1105. Oceanography** (4).S.

*GEN ED: Science Inquiry Perspective (Theme: "The Blue Planet")*

A study of physical, chemical, biological, and geological oceanography and their interrelationships. Lecture three hours, laboratory two hours. (ND prerequisite: passing the math placement test or successful completion of MAT 0010.) (Global Learning Opportunity course)

**GLY 1510. Geological Science Honors–Physical** (4). On Demand.

The origin, composition, and modification of the Earth and Earth materials through geologic time. Physical and chemical principles are used to evaluate Earth processes. This course, plus GLY 1511 will fulfill the one year general education natural science requirement. Prerequisite: MAT 1020 or high school equivalent. Enrollment by invitation of the department or by application. Lecture three hours, laboratory two hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GLY 1511. Geological Science Honors–Historical** (4). On Demand.

Geochronology, based on biological and physical principles, and the biological principle of evolution and genetics are used in conjunction with geologic principles to evaluate Earth history and the history of life. Prerequisite: GLY 1510. Enrollment by invitation of the department or by application. Lecture three hours, laboratory two hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GLY 1842. Dinosaurs: Then and Now** (3). F.

*GEN ED: Integrative Learning Experience (Theme: "How We Know What We Know About the Past: Method, Evidence, Knowledge")*

Perhaps no fossil animals are more familiar than the so-called "terrible lizards," the dinosaurs. Paleontology is, by definition, a blend of geology and biology, and this course will examine dinosaurs through both disciplinary lenses, as well as considering the history of dinosaur science and the prevalence of dinosaurs in popular culture. This class will survey all aspects of dinosaur paleontology, considering them as fossil organisms and examining their geological, temporal, and current and paleogeographic distribution.

**GLY 2250. Evolution of the Earth** (4).F;S.

This course consists of the integrated study of the physicochemical and biological systems of the earth and their evolution over time, including investigation of the persistent linkage of geologic and biologic systems over earth's history. This course provides a basis for understanding the stratigraphic, geochemical, geophysical, and paleontological data utilized to reconstruct earth history, including a survey of the 4.5 billion years of earth system history, with special emphasis on the tectonic history of North America as observed in the Appalachian Mountains. The course also provides a survey of the evolution of life over earth history, an introduction to the paleontological principles utilized in understanding the fossil record of evolution, and an introduction to advanced methods of rock and mineral identification and classification. Lecture three hours, laboratory three hours. Prerequisite: one of the following courses: GLY 1101, GLY 1102, GLY 1103, GLY 1104, or GLY 1105. (Global Learning Opportunity course)

**GLY 2301. The History of Coal from the Pennsylvanian to the Present** (3).S.

*GEN ED: Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

Coal has played a critical role in the history of the southern Appalachians. The geologic processes that formed coal and shaped the landscape into the steep ridges and hollows of the Appalachian coalfields have directly affected the human history of the region – from hunting in pre-colonial times, to settlement and subsistence farming in the 1800s, to mining and unionization in the 1900s, to mountaintop removal and natural gas/coalbed methane extraction in the last decade. This course covers the physical and chemical processes that form coal as well as the tectonic and geomorphologic processes that formed the landscape of the coalfields and shaped the agricultural practices of the early settlers. It examines the cultural history of coal mining and life in the company-owned coal camps and the political history of unionization through literature and film. The economics and environmental consequences of coal-fired power plants are discussed, and the environmental and occupational hazards associated with both underground and surface coal mining are analyzed from both a scientific and a sociological perspective. (Same as AS 2301.) (Global Learning Opportunity course)

**GLY 2500. Independent Study** (1-4).F;S.**GLY 2745. Preparation of Geologic Reports** (4).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course provides instruction in various aspects of data collection, quantitative and qualitative analysis, and the preparation and presentation of written and oral geologic reports to standards of the profession. Topics include: survey of geologic literature and digital information retrieval services, research design, data management, ethics and safety. Data collection and mapping in the field is a major component of the course and vigorous hiking is required. Lecture three hours, laboratory three hours. Prerequisites: GLY 2250 and RC 2001 or its equivalent. Open only to Geology majors and minors.

**GLY 3025. Principles of Paleontology** (3).S.

Ancient environments and their change through geologic time are characterized using the fossil remains of organisms. The distribution of organisms through time and space is applied in this course to solve problems in geology, archeology and conservation biology. Biological evolution is studied in the scope of major events in Earth's history. Lecture two hours, laboratory three hours. Prerequisite(s): GLY 2250 (4 s.h.) OR 6 s.h. at the 2000-level or above in either BIO or ANT. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GLY 3110. Environmental Regulation and Enforcement (3).F.**

The purpose of this course is to equip students with an understanding of environmental regulation in the U.S., from its origin as environmental policy to its application and enforcement. This course will provide students with an overview of 1) the role and responsibilities of regulators, 2) the various aspects of industry regulation (with special emphasis on the surface mining industry), and 3) aspects of environmental and safety regulation applicable to industry consultants. The course will conclude a survey of the different mechanisms of regulatory enforcement. Throughout the course, students will be asked to consider and evaluate the varying and often competing interests of industry, regulatory agencies, and private citizens who are impacted by environmental regulation (or the lack of it). This course will benefit any student who intends to work in environmental consulting, industry, government, or environmental advocacy. (Same as ENV 3110.)

**GLY 3131. Geochemistry (3).S.**

Geochemistry examines the occurrence and movement of elements through global earth systems, including natural and human-modified environments. This course will introduce and investigate processes and factors controlling the geochemical cycles of elements within and between the hydrosphere, lithosphere, atmosphere and biosphere. Students will apply principles learned in lecture to real-world environmental problems. Lecture two hours, laboratory three hours. Prerequisites: GLY 2250, CHE 1101, CHE 1110 and MAT 1110, or permission of the instructor. (Global Learning Opportunity course)

**GLY 3150. Principles of Structural Geology and Tectonics (3).F.**

The nature, classification, genesis, and quantification of microscopic and mesoscopic geologic structures, plus the history and fundamentals of tectonic theory, are the subjects of this course. Prerequisites: GLY 2250 and GLY 2745. Lecture two hours, laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) (Global Learning Opportunity course)

**GLY 3160. Introduction to Geophysics (3).S.**

An introductory survey of whole earth geophysics through theory and practice. The theory portion of the course covers seismology (techniques in reflection and refraction seismology), geothermics, radioactive dating, surface processes, tectonics, orogenics, gravity and gravimetric techniques, electrical and magnetic surveys, and borehole logging. The practical component of the course includes the utilization of several of these methods to study subsurface environments. Lecture two hours, laboratory two hours. Prerequisites OR corequisites: one introductory geology course (GLY 1101, GLY 1102, GLY 1103, GLY 1104, GLY 1105, or GLY 1510) plus PHY 1103 (or PHY 1150), and MAT 1110, or permission of the instructor. (Same as PHY 3160.)

**GLY 3220. Fundamentals of Mineralogy (3).F.**

The course focuses on (1) mineral identification and classification, (2) crystal chemistry, (3) X-ray diffraction, (4) analytical electron microscopy (SEM-EDS), and (5) the petrographic microscope. Lecture two hours, laboratory three hours. Prerequisite: GLY 2250 or consent of the instructor.

**GLY 3333. Geomorphology (3).F.**

This course includes a study of the nature of landforms. Qualitative and quantitative aspects of landform analysis in the field and laboratory using maps and aerial photographs are introduced. Prerequisites: at least six hours of geology courses or consent of the instructor. Lecture two hours, laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**GLY 3455. Quantitative Data Analysis for Earth and Environmental Scientists (3).F.**

This course provides an introduction to processing, visualizing, and interpreting Earth and environmental science data using scientific computing techniques widely used in the related fields. Biweekly lectures introduce the relevant quantitative methods within the context of Earth and environmental science applications. Weekly laboratories emphasize the application of quantitative tools toward analysis of data in support of various modes of dissemination. Earth science applications include but are not limited to scripting and generating reproducible plots for reports, creating longitudinal stream profiles, temporal, spatial, and magnitude filtering of NEIC earthquake data, and contouring a local water table. Prerequisites: GLY 2250, MAT 1110, and PHY 1150, or permission of the instructor. (Same as ENV 3455.)

**GLY 3500. Independent Study (1-4).F;S.****GLY 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the University level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**GLY 3521. Secondary Science Field Experience (1).F;S.**

A supervised experience in the instructional process at the secondary school level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

Required of all teacher-licensure candidates in geology.

**GLY 3530–3549. Selected Topics** (1–4). On Demand.

**GLY 3680. Geoarchaeology** (3).S.

The course focuses on fundamental concepts in geoarchaeology and covers the application of earth science concepts, techniques and knowledge to the study of artifacts and the processes involved in the formation of the archaeological record. Preservation of paleoclimate signals in the geological record is considered. Case studies will consider specific North American and global examples. Prerequisite: four semester hours of geology or permission of the instructor. (Global Learning Opportunity course)

**GLY 3703. Issues in Environmental Geology** (3).S.

An in-depth study of critical issues in environmental geology on a regional and global scale. Topics to be covered include: natural hazards, water, mineral and energy resources, and related waste disposal problems under pressures of increasing human population and changing climate. This course will make use of case studies to illustrate specific examples. Lecture three hours. Prerequisite: Six credit hours of Geology courses or permission of instructor. (Global Learning Opportunity course)

**GLY 3715. Petrology and Petrography** (3).S.

This course includes a study of the microscopic, mesoscopic, and macroscopic features; the mineralogy, and the chemistry of rocks; and the study of petrogenetic theory. Prerequisites: CHE 1101 and CHE 1110; GLY 2250, GLY 2745, and GLY 3220. Lecture two hours, laboratory three hours.

**GLY 3800. Sedimentology and Stratigraphy** (3).S.

Sediments and sedimentary rocks make up the majority of materials found at the Earth's surface and can provide clues to ancient environments and paleoclimates, as well as provide reservoirs for fossil fuels and groundwater. The first part of this class explores the basic principles of sedimentation, particle transport mechanisms, depositional environments, diagenesis, and lithification of particles, and students learn to classify sedimentary rocks. The second half of the semester involves learning basic stratigraphic principles and the correlation of rock units across landscapes both at the Earth's surface and beneath the surface (including seismic reflection, biostratigraphy, chemostratigraphy, and borehole logging). Lecture two hours, laboratory three hours. Prerequisites: GLY 2250 and GLY 2745. (Global Learning Opportunity course)

**GLY 4110. Environmental Management and Impact Analysis** (3).S.

An applied course that introduces students to implementing National Environmental Policy Act (NEPA) regulations and guidelines. Prerequisites: ENV 3100 or GLY 3703, and GHY 3812. (Same as ENV 4110.)

**GLY 4210. Geology Seminar** (1).S.

*GEN ED: Capstone Experience*

Presentation and discussion of current topics, with emphasis on student projects, petrology, and surficial processes. Prerequisite: senior standing geology major.

**GLY 4501. Senior Research** (1-3).F;S.

Initiation of a laboratory or field research project under supervision of a geology faculty member. At least one semester prior to the start of the research project, the student must formally confer with a thesis advisor, submit and have approved a formal research proposal. Prerequisite: open only to senior geology majors with a minimum GPA of 3.25 in geology courses.

**GLY 4510. Senior Honors Thesis** (3).F;S.

Work, under the supervision of a geology faculty member, on the project begun in GLY 4501 (Senior Research). An oral report on the project is required and will be presented in a fall or spring geology seminar. This course also requires a minimum of five hours laboratory or field work per week. A written thesis will be presented to the department. A student who completes the thesis with a grade of "B" or higher and who graduates with a GPA of 3.5 in geology courses will be eligible to graduate with "honors" in geology. A student who completes the thesis with a grade of "A" and who graduates with a GPA of at least 3.7 in geology courses will be eligible to graduate with "highest honors" in geology. Prerequisite: GLY 4501; senior geology majors with a minimum GPA of 3.25 in geology courses.

**GLY 4630. Hydrogeology** (3).F.

The occurrence of groundwater resources, factors governing groundwater movement through aquifers, and an analysis of techniques for measuring a water resource are the focus of this course. Groundwater contamination and remediation methods will be introduced. Lecture two hours, laboratory three hours. Prerequisite or co-requisite: GLY 2250, MAT 1110, and PHY 1103 or PHY 1150. [Dual-listed with GLY 5630.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GLY 4705. Advanced Environmental and Engineering Geology (3).S.**

Field and laboratory analysis of problems arising from interactions between humans and Earth and application of geologic knowledge to the mitigation of these problems. Lecture two hours, laboratory three hours. Prerequisites: at least junior standing and a minimum of six semester hours of geology courses above the 1000 level, or permission of the instructor. [Dual-listed with GLY 5705.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GLY 4835. Summer Field Geology (6).SS.**

An intensive five to six week practicum in making geologic maps, measuring sections, and using other field techniques. Prerequisites: GLY 3150, GLY 3715, and GLY 3800. [Dual-listed with GLY 5835.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

**Department of Government and Justice Studies (PS/CJ/PA)**

*Phillip J. Ardoin, Chair*

*Marian R. Williams, Assistant Chair*

*Federiga Bindi*

*Mark D. Bradbury*

*Brian Bulla*

*Tammatha A. Clodfelter*

*George Ehrhardt*

*Robert D. Eskridge*

*Cary F. Fraser*

*William D. Hicks*

*Jefferson Holcomb*

*Yongbeom Hur*

*Ellen M. Key*

*Andrew M. Koch*

*Derrick W. Lail*

*Nancy S. Love*

*Alexander Lust*

*Jesse L. Lutabingwa*

*Catherine D. Marcum*

*Kenneth L. Mullen*

*Kevin Mullinix*

*Adam Newmark*

*Robert Norris*

*Elicka Peterson-Sparks*

*William H. Post*

*Matthew B. Robinson*

*Tatyana Ruseva*

*Curtis R. Ryan*

*Renee G. Scherlen*

*Kathleen M. Simon*

*Emmanuel Ike Udogu*

*Kathryn Webb Farley*

*Barbara H. Zaitzow*

The purposes of the Department of Government and Justice Studies are to prepare students to critically observe, analyze, and understand the complex political world in which they live; to prepare students to recognize and address the problems of our society which affect our governmental and criminal justice systems; and to encourage students to become knowledgeable, active citizens who play a role in the political processes of the nation and the world.

**The Bachelor of Arts degree in Political Science (271A/45.1001)**

The program of study is available at: [www.programsofstudy.appstate.edu/political-science-ba-271a-2016-2017](http://www.programsofstudy.appstate.edu/political-science-ba-271a-2016-2017)

**The Bachelor of Science degree in Political Science (non-teaching) (272\*/45.1001)**

For the Bachelor of Science degree in Political Science, students must select one of the following concentrations:

**American Politics concentration (272C)**

The program of study is available at: [www.programsofstudy.appstate.edu/political-science-bs-american-politics-272c-2016-2017](http://www.programsofstudy.appstate.edu/political-science-bs-american-politics-272c-2016-2017)

**International and Comparative Politics concentration (272D)**

The program of study is available at: [www.programsofstudy.appstate.edu/political-science-bs-international-and-comparative-politics-272d-2016-2017](http://www.programsofstudy.appstate.edu/political-science-bs-international-and-comparative-politics-272d-2016-2017)

**Pre-Professional Legal Studies concentration (272J)**

The program of study is available at: [www.programsofstudy.appstate.edu/political-science-bs-pre-professional-legal-studies-272j-2016-2017](http://www.programsofstudy.appstate.edu/political-science-bs-pre-professional-legal-studies-272j-2016-2017)

**Public Administration concentration (272K)**

The program of study is available at: [www.programsofstudy.appstate.edu/political-science-bs-public-administration-272k-2016-2017](http://www.programsofstudy.appstate.edu/political-science-bs-public-administration-272k-2016-2017)

**The Bachelor of Science in Criminal Justice (BSCJ) degree (220A/43.0104) (without a concentration)**

The program of study is available at: [www.programsofstudy.appstate.edu/criminal-justice-bscj-220a-2016-2017](http://www.programsofstudy.appstate.edu/criminal-justice-bscj-220a-2016-2017)

**The Bachelor of Science in Criminal Justice (BSCJ) degree (220\*/43.0104) with a concentration in International Studies (220B)**

The program of study is available at: [www.programsofstudy.appstate.edu/criminal-justice-bscj-international-studies-220b-2016-2017](http://www.programsofstudy.appstate.edu/criminal-justice-bscj-international-studies-220b-2016-2017)

**A minor in Criminal Justice (220/43.0104)** consists of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/criminal-justice-minor-220-2016-2017](http://www.programsofstudy.appstate.edu/criminal-justice-minor-220-2016-2017)

**A minor in Political Science (271/45.1001)** consists of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/political-science-minor-271-2016-2017](http://www.programsofstudy.appstate.edu/political-science-minor-271-2016-2017)



## Honors Program in Political Science or Criminal Justice

The Department of Government and Justice Studies maintains honors programs in Political Science and in Criminal Justice to provide qualified students the opportunity for advanced research in a seminar atmosphere. At the freshman level, the Department of Government and Justice Studies participates in the campus wide honors program for eligible new students, offering honors sections of a variety of introductory and upper division courses on a rotating basis.

**Eligibility for Honors in Political Science** - Classes in the honors program in Political Science will be open to all Political Science majors (both BA and BS students) who have achieved an overall grade-point average of 3.25 by their junior year, or who have been recommended to the honors program by the honors committee or by the director of the honors program. To graduate with "honors in political science" a student must complete at least 10 semester hours of honors courses in Political Science at the junior or senior level, 1 hour of which will be PS 4509 (Honors Thesis Preparation, graded on an S/U basis), 3 hours of which will be PS 4510 (Senior Honors Thesis), and must have achieved a 3.45 GPA in Political Science courses and at least a "B" or better in honors courses. To graduate with "highest honors in political science" a student must complete 10 semester hours of course work (including PS 4509 and PS 4510) with a 3.65 GPA in Political Science courses and a grade of "A" in honors courses. Students may substitute one Criminal Justice honors course (maximum three hours) in the place of a Political Science honors course with the approval of the Honors Director (the substituted class will count in the GPA calculation).

**Eligibility for Honors in Criminal Justice** - Classes in the honors program in Criminal Justice will be open to all Criminal Justice majors who have achieved an overall grade-point average of 3.25 by their junior year, or who have been recommended to the honors program by the honors committee or by the director of the honors program. To graduate with "honors in criminal justice" a student must complete at least 10 semester hours of honors courses in Criminal Justice at the junior or senior level, 1 hour of which will be CJ 4509 (Honors Thesis Preparation, graded on an S/U basis), 3 hours of which will be CJ 4510 (Senior Honors Thesis), and must have achieved a 3.45 GPA in Criminal Justice courses and at least a "B" or better in honors courses. To graduate with "highest honors in criminal justice" a student must complete 10 semester hours of course work (including CJ 4509 and CJ 4510) with a 3.65 GPA in Criminal Justice courses and a grade of "A" in honors courses. Students may substitute one Political Science honors course (maximum three hours) in the place of a Criminal Justice honors course with the approval of the Honors Director (the substituted class will count in the GPA calculation).

## Graduate Programs

The Department of Government and Justice Studies offers the Master of Arts in Political Science and the Master of Public Administration. Persons interested in these degrees are requested to consult the *Graduate Bulletin* for further information.

## Courses of Instruction in Political Science (PS), Criminal Justice (CJ), and Public Administration (PA)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### POLITICAL SCIENCE HONORS (PS)

#### **PS 3510. Junior/Senior Honors Seminar (3).F;S.**

An intensive study of a selected topic in political science. Course content will be determined by the instructor. The course will satisfy one of the area requirements for political science majors. Enrollment by invitation of the honors committee. Course may be repeated for credit.

#### **PS 4509. Honors Thesis Preparation (1).On Demand.**

Preparation for the honors thesis. Graded on an S/U basis.

#### **PS 4510. Senior Honors Thesis (3).F;S.**

An opportunity for undergraduates to perform independent research on a topic of their choosing, with the approval of the honors committee. Work will be supervised by a member of the political science faculty. Feedback will be provided as the honors thesis develops. Enrollment is limited to qualified political science majors. Prerequisite or corequisite: PS 4509.

### POLITICAL SCIENCE (PS)

#### **PS 1100. American National Government and Politics (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

A study of the development and operation of the American national government, its powers, organization and policies.

#### **PS 1200. Current Political Issues (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

A study of the current political issues and problems facing the national government. Problems in such areas as labor, education, the economy, agriculture, equal rights, foreign relations and national security will be analyzed. Not open to students with credit for PS 1201.

**PS 1201. Contemporary Political Controversies (3).**On Demand.

An examination of some leading controversies in politics from the perspective of the conflicting arguments, designed to foster understanding of the issues and to enhance critical thinking and speaking skills. Intended primarily for students majoring or minoring in political science. Not open to students with credit for PS 1200.

**PS 2120. International Politics and Foreign Policy (3).**F.

*GEN ED: Integrative Learning Experience (Theme: "From Empire to Globalization")*

An introduction to the study of international politics and foreign policy. Students will be introduced to a variety of analytical approaches to the study of global relations, including the participant, the systemic, the perceptual, and the instrumental frameworks. Students will be exposed to the complexities of international affairs and global relations which are the result of the confluence of historical, geographical, economic, cultural, and political factors. (Global Learning Opportunity course)

**PS 2130. State and Local Government (3).**F;S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

An examination of the organization, problems and powers of state and local governments in the United States, focusing upon the responses of states, counties, and municipalities to needs caused by poverty, growth, and social change.

**PS 2160. Introduction to Public Administration (3).**F;S.

A general survey course aimed at introducing the student to the theory and practice of public administration. The course includes an introduction to organization theory, personnel and financial administration, and administrative responsibility. The principal focus is on American public administration, but some comparisons and illustrations from other administrative systems are included.

**PS 2240. Comparative Politics (3).**F;S.

An examination of political system challenges and development patterns, with comparative reference to a number of systems including the Former Soviet Union, Britain, France, and selected African, Asian, and Latin American countries. (Global Learning Opportunity course)

**PS 2500. Independent Study (1-3).**F;S.

**PS 2610. Asian Politics (3).**On Demand.

This course surveys the politics of East and Southeast Asia. It focuses on the experiences of everyday people dealing with political worlds different from our own. The readings include a mix of fictional and scholarly writing. (Global Learning Opportunity course)

**PS 3001. Writing in Political Science (3).**F;S.

This course concentrates upon different writing traditions within political science. It requires students to apply the rhetorical knowledge gained in previous writing courses to the discipline of political science. Students will be expected to read and analyze texts in one or more of the sub-disciplines of political science as well as write effectively in one or more of the writing traditions of political science (e.g., research paper, policy analysis, briefing memo, text review). In addition to effective communication, the course emphasizes critical thinking, local to global connections, and community responsibility within the context of political science. Prerequisites: must be majoring in political science.

**PS 3110. Political Theory Through Sixteenth Century (3).**F. Alternate even-numbered years.

An examination of political theory from approximately 300 B.C. through the sixteenth century. The political philosophers studied include Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Jean Bodin. Emphasis is placed on historical development of political philosophy.

**PS 3115. Research Methods (4).**F;S.

An introduction to the logic and techniques of social science research with computer applications, examination of the structure of scientific inquiry, methods utilized to analyze information, with emphasis placed upon the interpretation of that information. Lecture three hours, laboratory two hours. Required of all PS and CJ majors. (Same as CJ 3115.) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PS 3121. International Terrorism (3).**S.

This course introduces the student to the characteristics of international terrorism, the causes of terrorism, and the control of terrorism. Throughout, students are presented key concepts to which they can refer for analyzing the future of international terrorism. (Same as CJ 3121.)

**PS 3130. American Political Parties and Interest Groups (3).F.**

A study of the organization, tactics and functions of political parties and interest groups. A comparison of goals and methods of influencing public policy ranging from the normal to the revolutionary. Campaigning techniques discussed.

**PS 3141. The Language of Japanese Politics (3).On Demand.**

This course combines the study of Japanese politics and language. After covering the basics of the Japanese political system, the course will cover national policy making, elections, campaigns, and grass roots political participation. The course will also examine the role of rhetoric and language in political behavior. Prerequisite: JPN 1050.

**PS 3150. Constitutional Law (3).F.**

This course is designed to introduce students to the role of the courts (particularly the U.S. Supreme Court) as instruments of change in the United States. The course will examine the powers of the judiciary and the limitations placed on the exercise of the courts' powers. The courts and their role as interpreters of the Constitution will be seen primarily through an examination of Supreme Court decisions.

**PS 3210. Political Theory From the Seventeenth Century to the Present (3).S.Alternate odd-numbered years.**

A study of political thought from the seventeenth century to the present. Political philosophers studied include Hobbes, Locke, Rousseau, Burke, Hegel, Bentham, Marx, and Lenin. Emphasis is placed on the development of nationalism, capitalism, communism, socialism, and fascism.

**PS 3230. American Legislative Politics (3).S.**

An examination of the structure, functions and behavior of Congress and state legislatures, with emphasis on how composition, leadership, constituency role orientations and interest groups actively influence public policy. The legislative institutions are also viewed in relationship to larger environments and inclusive political systems.

**PS 3280. Public Policy Analysis (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

A study of the policy-making process, with special attention to the various factors that influence policy choices in the American government and an examination of the procedures for evaluating actual and alternative public policy programs. Prerequisite: RC 2001 or its equivalent

**PS 3310. Political Ideologies (3). On Demand.**

A survey of the central ideas of various philosophers from the early Enlightenment to the late Twentieth Century. Special emphasis will be given to a breadth of political ideas and ideologies, stressing the direct relationship between concepts and political life. (Global Learning Opportunity course)

**PS 3320. Global Conflict and Mediation: The UN (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course introduces students to the United Nations and its role in global conflict and mediation. Topics include basic facts about the United Nations institutions and functions, as well as the competing positions of various countries within the United Nations on specific issues. Prerequisite: RC 2001 or its equivalent. (Global Learning Opportunity course)

**PS 3330. Urban Politics (3).S.**

A focus upon politics in urban areas. Topics include the problems of urban government, politics within metropolitan areas, community power structures, and decision-making structures.

**PS 3370. Voting, Campaigns, and Elections (3).On Demand.**

*GEN ED: Junior Writing in the Discipline (WID)*

This class is designed to examine the procedures, political actors, and institutions that are involved in American campaigns and elections. Significant attention will be paid to the theories and explanations for why people vote and how they make decisions. The class will focus on the organizations that influence political campaigns, the role that public opinion plays in campaign strategies (and in determining the vote), and the laws under which elections are conducted. While presidential elections are the most visible, we will also focus on congressional and state and local elections, which are equally important in the political process. Prerequisite: RC 2001 or its equivalent

**PS 3371. Political Persuasion (3).On Demand.**

This course will focus on the psychological study of political attitudes, covering topics such as attitude measurement, formation, change, and stability. Students will learn about the leading theories and empirical research concerning how various persuasive communications from the news media, elites, and other political actors shape public opinion.

**PS 3410. Marxism** (3). On Demand.

*GEN ED: Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

Explores the basic principles and features found within Marxist thought. This includes some discussions of Marx's immediate predecessors such as Hegel and Feuerbach in post-Marxist socialist and communist literature.

**PS 3500. Independent Study** (1-3).F;S.

**PS 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**PS 3530-3549. Selected Topics** (1-4). On Demand.

**PS 3630. Appalachian Politics** (3). On Demand.

An examination of the fundamental political problems and possibilities for the people in the Appalachian Region. The interrelationships of Appalachia with the larger American political system, political culture, and economy will also be studied.

**PS 3660. Administrative Law** (3).F.

A study of the administrative powers and procedures in the United States and of the relevant experiences of some other democracies such as Britain, France with special attention to the legal and administrative methods of achieving a responsible bureaucracy and of balancing public interest with private rights.

**PS 3722. America in the World** (3).S.

The course provides students with the foundation to understand the historical and contemporary practice of U.S. foreign policy and familiarizes them with patterns of continuity and change in U.S. foreign policy. (Global Learning Opportunity course)

**PS 3888. Diversity in Justice and Public Affairs** (3).F.

Critically examines race/ethnicity, gender, religion, sexual orientation, physical or mental ability and other diversity issues within criminal justice, and public affairs. This includes perspectives analyzing human rights, biological diversity, philosophical ethics, linguistic diversity, cultural diversity, and other relevant differences. (Same as CJ 3888.)

**PS 3910. Art, Culture, and Politics** (3).On Demand.

How do the arts and popular culture motivate people to engage in politics? Film, literature, music, theatre, visual arts -- many types of artistic expression play a role in politics. This course explores how citizens use the arts and popular culture to resist symbolic domination, recognize cultural differences, mobilize political supporters, and pluralize public discourse. The artists and movements studied span the political spectrum and engage in local-to-global politics. Different instructors may emphasize different art forms.

**PS 4175. Public Opinion** (3).F.

An examination of attitude and opinion formation within and among publics; the role and impact of government secrecy on opinion; and a study of media as influence mechanisms.

**PS 4220. Globalization** (3).S. Alternate years.

Examines the interactions of politics, economic trends and business actions as they create patterns of international stability, crisis, and change. (Global Learning Opportunity course)

**PS 4225. International Security** (3).S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "War and Peace")*

This course examines the diverse theoretical perspectives within international relations and security studies. The class analyzes each of these perspectives critically, to evaluate their strengths and weaknesses, and to help students formulate their own understanding and explanation of the dynamics of global politics and international security. (Global Learning Opportunity course)

**PS 4230. The Presidency and the Executive Branch** (3).F.

*GEN ED: Junior Writing in the Discipline (WID)*

An examination of the central role of the American presidency in the political process. Emphasis is given to contemporary responsibilities of the President and of the major agencies supporting the President. Prerequisite: RC 2001 or its equivalent

**PS 4370. Political Psychology** (3).On Demand.

This course will explore a diverse set of topics, such as: how intergroup relations play out in politics; what impact emotion has in formulating (rational) policy preferences; and whether relatively stable characteristics such as authoritarianism and social dominance orientation alter how actors think and behave in the political world. The goal of the course is to encourage students to think critically

about the material and to gain an appreciation for interdisciplinary research.

**PS 4530–4549. Selected Topics in Political Science** (1–4). On Demand.  
An intensive examination of selected topics.

**PS 4550. Law and Society** (3).S.

An examination of the relationship between the values and culture of a society and the laws which it adopts and how law interacts with and responds to change in social values as seen by the courts through selected cases. Prerequisite: junior or senior standing, or permission of the instructor. (Same as CJ 4550.)

**PS 4640. Studies in Regional Political Patterns** (1–3). On Demand.

An examination of selected regions of the world which have common historical and cultural patterns influencing their political styles and capabilities. Topics may vary from semester to semester. Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PS 5640.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4661. Court Administration** (3). On Demand.

This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. Prerequisite: junior or senior standing, or permission of the instructor. (Same as CJ 4661.) [Dual-listed with PS 5661/CJ 5661.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4670. Environmental Politics** (3).S.

This course will examine the role that politics and government play in dealing with environmental issues. Its focus is primarily on the U.S. approach to environmental protection, but some attention will be devoted to international environmental relationships such as the Kyoto Protocol. The course will cover the history of environmental policy, the legal and institutional arrangements for environmental protection, major environmental policy actors, current environmental controversies, and global environmental concerns. (Global Learning Opportunity course)

**PS 4680. Organized Crime** (3).F. Alternate years.

This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today's world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. Prerequisite: junior or senior standing, or permission of the instructor. (Same as CJ 4680.) [Dual-listed with PS 5680/CJ 5680.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4710. American Political Thought** (3). On Demand.

A survey of the diverse political ideas represented in the American state from the colonial period to the present. Special emphasis is given to the political problems that emerge with the process of industrialization and the movement into a postindustrial economy. Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PS 5710.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4721. Human Rights** (3). On Demand.

The course surveys the major literature in the field of international human rights. It investigates the questions of ethics, morality and the practice of human rights globally and attempts to address why the issue of international human rights has come to the fore in international politics. [Dual-listed with PS 5721.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4723. International Political Economy** (3).F. Alternate years.

*GEN ED: Junior Writing in the Discipline (WID)*

An examination of the relationship between political and economic activity, the way actors use one to manipulate the other, and the normative choices involved in doing so. Prerequisite: junior or senior standing, or permission of the instructor. Prerequisite: RC 2001 or its equivalent [Dual-listed with PS 5723.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

**PS 4741. European Governments and Politics** (3).S. Alternate years.

An examination of patterns of governmental organization and socioeconomic policy outcomes in the democracies of Europe as a basis for comparative analysis. Major issues confronting the democracies will be studied for possible options and comparisons of policy.

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Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PS 5741.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

**PS 4742. Politics of Developing Nations (3).F.** Alternate years.

Focuses on the efforts of a majority of the world's governments to meet the twin challenges of participatory politics and of the Global market economy. Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PS 5742.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4743. The European Union (3).S.** Alternate years.

The emergence of the European Union is one of the major events in European history. The course explores the genesis and evolution of the idea of European integration and chronicles its organizational development in the post WWII era. Emphasis is placed on the politics of integration and the emergence of the Union as a major participant in world events. [Dual-listed with PS 5743.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

**PS 4744. Middle East Politics (3).S.**

An examination of the political, cultural, economic and social patterns of the Middle East. Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PS 5744.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4745. African Politics (3).** On Demand.

The course begins with the historical context of African politics. Then, it explores the problems of governance following independence and discusses the contemporary debate between two contending schools of thought in African politics and development: Afro-optimism and Afro-pessimism. It examines Africa's relations with developing and developed countries as well. [Dual-listed with PS 5745.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PS 4748. Latin American Politics (3).S.** Alternate years.

*GEN ED: Junior Writing in the Discipline (WID)*

Examines Latin American politics in detail covering historical context, political actors, and current issues in Latin America. Prerequisite: junior or senior standing, or permission of the instructor. Prerequisite: RC 2001 or its equivalent [Dual-listed with PS 5748.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

**PS 4800. Political Science Capstone (1).F;S.**

*GEN ED: Capstone Experience*

The capstone course offers students an opportunity to synthesize the knowledge, approaches, and results from political science with the foundation established in the general education program through participation in a department-wide student paper competition. Students select a paper previously written in a political science class, revise it based upon faculty and fellow student input, and then submit the paper for consideration by the political science faculty, who will award prizes for "Best Paper in Political Science" as well as runner-ups. Prerequisite: must be majoring in political science.

**PS 4900. Internship in Public Affairs (3-12).F;S.**

*GEN ED: Capstone Experience*

Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on an S/U basis. Prerequisite: senior standing (or 90 semester hours of coursework).

## CRIMINAL JUSTICE HONORS (CJ)

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**CJ 4509. Honors Thesis Preparation (1).** On Demand.

Preparation for the honors thesis. Graded on an S/U basis.

**CJ 4510. Senior Honors Thesis (3).** F;S.

An opportunity for undergraduates to perform independent research on a topic of their choosing, with the approval of the honors committee. Work will be supervised by a member of the criminal justice faculty. Feedback will be provided as the honors thesis develops. Enrollment is limited to qualified criminal justice majors. Prerequisite or corequisite: CJ 4509.

## CRIMINAL JUSTICE (CJ)

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**CJ 1100. Introduction to Criminal Justice (3).** F;S.

A study of the development and operation of the criminal justice system in the United States. Included will be an examination of the components which make up the criminal justice system, their roles and responsibilities as a part of the system. Prerequisite for CJ

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2120, CJ 2150 and CJ 2430, or consent of the instructor.

**CJ 2120. Police Process (3).F;S.**

An examination of social and historical settings of the police; police role and career; police discretion; police values and culture; organization and control. Prerequisite: CJ 1100 or consent of the instructor.

**CJ 2150. The Judicial Process (3).F;S.**

An examination of the preadjudication and adjudication stages of the criminal process, the persons involved in the process, and the forces that influence the actions of the decision makers. Prerequisite: CJ 1100 or consent of the instructor.

**CJ 2430. Corrections (3).F;S.**

The course provides a comprehensive overview of the origins of correctional systems in the United States and abroad and an introduction to the philosophical ideas with which specific correctional approaches are associated. Includes an assessment of organization and theory of correctional systems, institutional operations, management of inmates and staff, programmatic possibilities, alternatives to incarceration, and current and future issues. Prerequisite: CJ 1100 or permission of the instructor.

**CJ 2500. Independent Study (1-3).F;S.**

**CJ 3001. Writing in Criminal Justice (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course will continue with the writing skills developed from the first and second year writing courses, but will focus on specific issues and writings within criminal justice. In addition to writing (effective communication), the course will emphasize critical thinking, community responsibility within the context of criminal justice, and local to global connections. Prerequisite: RC 2001 or its equivalent.

**CJ 3050. American Legal Systems (3).S.**

An overview of the development of law and law as an instrument of social control; an examination of the different types of law and the nature of each; the framework within which the American legal systems operate; an examination of the basic terminology of law and legal concepts; how to use library resources and apply legal research techniques dealing with the study of case, legislative and administrative law. This course is designed especially for students with pre-law or paralegal interests and complements the upper division substantive law courses.

**CJ 3110. Crime and Culture (3).S.**

This course examines the images of crime and the criminal justice system as depicted through film, music, and literature.

**CJ 3115. Research Methods (4).F;S.**

An introduction to the logic and techniques of social science research with computer applications, examination of the structure of scientific inquiry, methods utilized to analyze information, with emphasis placed upon the interpretation of that information. Lecture three hours, laboratory two hours. Required of all PS and CJ majors. (Same as PS 3115.) (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**CJ 3121. International Terrorism (3).S.**

This course introduces the student to the characteristics of international terrorism, the causes of terrorism, and the control of terrorism. Throughout, students are presented key concepts to which they can refer for analyzing the future of international terrorism. (Same as PS 3121.)

**CJ 3250. Juvenile Justice (3).F.**

Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as the police role in delinquency, due process, venue, adjudication and disposition hearings, and confidentiality in the juvenile process.

**CJ 3400. Theories of Crime and Justice (3).F;S.**

The course considers the underlying causes of crime and the social responses of justice, two constructs which transcend the boundaries of any one discipline or field of study. The course approaches the subject matter from a cross-disciplinary perspective. Explanations of crime causation from the perspectives of biology, psychology, sociology, political science, economics, and anthropology are presented, discussed, and evaluated.

**CJ 3405. Forensic Investigation (3).S.**

Principles and techniques involved in the investigation of crimes; interview of victims and witnesses; questioning of suspects; organization and procedure in the investigation of crime scenes; the use of scientific aids within investigations.

**CJ 3450. Injustice in America** (3).On Demand.

*GEN ED: Social Science Designation; Liberal Studies Experience*

An assessment of the ideals and realities of American criminal justice processes, including law-making, policing, judicial process, correctional punishment, and media coverage of crime and criminal justice. The course takes a critical approach to criminal justice, focusing on the degree to which the realities of criminal justice practice match the theoretical ideals.

**CJ 3500. Independent Study** (1–4).F;S.

**CJ 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**CJ 3530–3549. Selected Topics** (1–4). On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the criminal justice curriculum. May be repeated for credit when content does not duplicate.

**CJ 3551. Criminal Law** (3).F;S.

An introduction to the basic concepts of criminal law, definition of crime and defenses, function and purposes of substantive criminal law, limits of the criminal law, case study approach.

**CJ 3552. Criminal Procedure** (3).S.

An analysis of constitutional limitations from arrest to release in the administration of criminal justice, including arrest, search and seizure, interrogation, identification procedures, and post conviction relief, case study approach.

**CJ 3888. Diversity in Justice and Public Affairs** (3).F.

Critically examines race/ethnicity, gender, religion, sexual orientation, physical or mental ability and other diversity issues within criminal justice, and public affairs. This includes perspectives analyzing human rights, biological diversity, philosophical ethics, linguistic diversity, cultural diversity, and other relevant differences. (Same as PS 3888.)

**CJ 4450. The Death Penalty** (3).On Demand.

A critical analysis of capital punishment history, law, and practice in the United States. Special focus is placed on empirical studies of capital punishment as they relate to the efficacy of the sanction.

**CJ 4530–4549. Selected Topics in Criminal Justice** (1–4). On Demand.

An intensive examination of selected topics.

**CJ 4550. Law and Society** (3).S.

An examination of the relationship between the values and culture of a society and the laws which it adopts and how law interacts with and responds to change in social values as seen by the courts through selected cases. Prerequisite: junior or senior standing, or permission of the instructor. (Same as PS 4550.)

**CJ 4620. Contemporary Police Issues** (3).F. Alternate years.

An examination of current social, legal, and organizational issues in contemporary law enforcement. Prerequisite: junior or senior standing, or permission of the instructor.

**CJ 4661. Court Administration** (3). On Demand.

This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. Prerequisite: junior or senior standing, or permission of the instructor. (Same as PS 4661.) [Dual-listed with CJ 5661/PS 5661.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CJ 4680. Organized Crime** (3).F. Alternate years.

This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today's world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. Prerequisite: junior or senior standing, or permission of the instructor. (Same as PS 4680.) [Dual-listed with CJ 5680/PS 5680.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CJ 4900. Internship in Criminal Justice (3-12).F;S.**

*GEN ED: Capstone Experience*

Field work in a criminal justice agency, office, or institution. This course offers the student the opportunity to synthesize the knowledge, approaches, and theories of the criminal justice discipline. At least three of the following four general educational goals will be addressed: thinking critically and creatively, communicating effectively, understanding responsibilities of community membership, and making global to local connections. Graded on an S/U basis. Prerequisites: CJ 1100, CJ 2120, CJ 2150, CJ 2430, CJ 3001, senior standing (or 90 semester hours of coursework) and a 2.0 GPA overall and in the major. The internship may be waived if the student has more than one year of work experience in a criminal justice agency. If it is waived, the student must complete 12 semester hours of criminal justice electives as a substitute. .

**PUBLIC ADMINISTRATION (PA)**

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**PA 4560. Local Government Administration (3).S.**

Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PA 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PA 4665. Public Management (3).S.**

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management. Prerequisite: junior or senior standing, or permission of the instructor. [Dual-listed with PA 5665.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## Department of History (HIS)

James R. Goff, Jr., Chair

Sheila R. Phipps, Assistant Chair

Edward J. Behrend-Martinez

Michael C. Behrent

Antonio T. Bly

Jeffrey L. Bortz

Judkin J. Browning

Birsen Bulmus

Andrea A. Burns

Craig H. Caldwell

Karl E. Campbell

Anthony G. Carey

Kristen B. Deathridge

Jari Eloranta

Lynne M. Getz

René Harder Horst

Anatoly V. Isaenko

Thomas Pegelow Kaplan

Jeremiah M. Kitunda

Michael L. Krenn

Lucinda M. McCray

Myra L. Pennell

Scott Relyea

Rwany Sibaja

Timothy H. Silver

Neva J. Specht

Bruce E. Stewart

Michael J. Turner

Mary A. Valante

Michael G. Wade

Jason C. White

The study of history is an essential part of a liberal arts education and provides valuable skills for careers in a wide range of professions, including law, journalism, public service, and business. Embracing a range of topics as broad as the human experience (economics, politics, culture, society, business, war, race and gender), history examines change over time through a series of investigative, analytical and expository techniques that comprise the historical method. The teaching of history focuses on research in sources, analysis and synthesis of evidence, problem solving, critical thinking, and understanding social processes. Accordingly, the skills embodied in historical method have wide application in the world of professional work.

The History Department teaches general education, undergraduate, and graduate courses offering a broad curriculum in local, national, regional, and world history. It has particular strengths in American, European, Asian, Latin American, and public history. The diversity of offerings discourages parochialism and encourages history majors to develop a sophisticated, comparative approach to human problems. Specialization within the major promotes an appreciation of the depth and complexity of human history. Finally, the discipline of history provides an intellectual challenge as well as a stimulus to the imagination and to analytical thinking.

### Undergraduate Advisement

Information about history department programs can be obtained from one of the Undergraduate Advising Coordinators. Please contact the Department of History to find out when the Coordinators are available to assist students with academic scheduling, explain departmental and University requirements, and provide descriptions of new and existing courses and information on career development.

#### The Bachelor of Arts degree in History (254A/54.0101)

The program of study is available at: [www.programsofstudy.appstate.edu/history-ba-254a-2016-2017](http://www.programsofstudy.appstate.edu/history-ba-254a-2016-2017)

#### The Bachelor of Science degree in History (non-teaching) (246\*/54.0101) with a concentration in Applied and Public History (246B)

The program of study is available at: [www.programsofstudy.appstate.edu/history-bs-applied-and-public-history-246b-2016-2017](http://www.programsofstudy.appstate.edu/history-bs-applied-and-public-history-246b-2016-2017)

#### The Bachelor of Science degree in History (non-teaching) (246\*/54.0101) with a Multidisciplinary concentration (246C)

The program of study is available at: [www.programsofstudy.appstate.edu/history-bs-multidisciplinary-246c-2016-2017](http://www.programsofstudy.appstate.edu/history-bs-multidisciplinary-246c-2016-2017)

#### The Bachelor of Science degree in History, Social Studies Education (116A/13.1328) [T] (with teacher licensure)

The program of study is available at: [www.programsofstudy.appstate.edu/history-social-studies-education-bs-116a-2016-2017](http://www.programsofstudy.appstate.edu/history-social-studies-education-bs-116a-2016-2017)

All BS programs are to be planned in consultation with an undergraduate advisor in the Department of History and are subject to the advisor's approval. Students are urged to plan their programs as early as possible in their academic careers, but not later than three semesters before anticipated graduation.

#### Minor in History (246/54.0101)

The History minor consists of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/history-minor-246-2016-2017](http://www.programsofstudy.appstate.edu/history-minor-246-2016-2017)

### Honors Program in History

The Department of History offers honors courses by honors contract which are open to students who have distinguished themselves. Honors courses carry full credit toward the major or, for non-majors, full elective credit. Subject to the recommendation of the

departmental honors committee, a student will be considered for graduation with "honors in history" upon successful completion of one three hour 3000 or 4000 level honors course or HIS 3510, the senior honors research course (HIS 4509), the senior honors thesis (HIS 4510), and a defense of the honor thesis. The three thesis hours can be substituted for HIS 4100 Senior Seminar. A grade of "B" or better is required to receive honors credit in any honors course.

## Master of Arts Degrees in History

The Department of History offers: a Master of Arts degree in History with concentrations in General History, Historic Preservation, and Public History. Persons interested in these programs are requested to consult the *Graduate Bulletin* for further information.

## Courses of Instruction in History (HIS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### HISTORY HONORS (HIS)

#### **HIS 1510. Freshman Honors World Civilization I (3).F.**

Study of topics in world history to 1650. Enrollment by invitation of the department or by application.

#### **HIS 1515. Freshman Honors World Civilization II (3).S.**

Study of topics in world history since 1650. Enrollment by invitation of the department or by application.

#### **HIS 1520. Honors: Patterns of Global History (3).F;S.**

*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: "Regions in Global Context")*

An honors course examining selected themes in global history with an emphasis on the historical context of global issues, processes, trends, and systems as they have affected local regions. HIS 1520 cannot be repeated for credit and does not count toward the requirements for a History major or minor.

#### **HIS 1525. Honors: Problems in Global History (3).F;S.**

*GEN ED: Historical Studies Designation; Local to Global Perspective (Theme: "Regions in Global Context")*

An in-depth examination of selected events, issues, systems, processes, or developments in global history, and their relationship to and effect upon local regions. Particular emphasis will be given to development of critical thinking skills appropriate to historical inquiry. HIS 1525 cannot be repeated for credit and does not count toward the requirements for a History major or minor.

#### **HIS 2510. Sophomore Honors Topics in American Civilization to 1876 (3).F.**

A study of topics in American history through post Civil War reconstruction. Enrollment by invitation of the department or application. (Major may substitute for HIS 2201.)

#### **HIS 2515. Sophomore Honors Topics in American Civilization Since 1876 (3).S.**

A study of topics in American history from the Gilded Age to the Contemporary Era. Enrollment by invitation of the department or application. (Major may substitute for HIS 2204.)

#### **HIS 3510. Advanced Honors Seminar (3).F;S.**

Seminar on a selected historical topic. Enrollment is by invitation of the department, or by application.

#### **HIS 4509. Senior Honors Research (3).On Demand.**

Independent research in preparation for taking HIS 4510 Senior Honors Thesis; directed by a member of the history department. Prerequisite: completion of one approved honors course. Enrollment by qualified applicants only.

#### **HIS 4510. Senior Honors Thesis (3).On Demand.**

*GEN ED: Capstone Experience*

Composition of an honors thesis; directed by a member of the history department. Prerequisite: HIS 4509. Enrollment by qualified applicants only.

### HISTORY (HIS)

#### **HIS 1101. World Civilization I (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An introduction to the development of world civilizations from ancient times to 1500. The unique patterns of political, intellectual, economic, and social development of Europe, Asia, Africa, and the Americas are examined.

**HIS 1102. World Civilization II (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An introduction to the development of world civilizations from 1500 to the present. The development of an increasingly interdependent political, intellectual, economic, and social world is examined.

**HIS 1110. History and Culture (3).F;S.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Imagination, Innovation, and Meaning")*

An examination of selected themes in world or regional history with an emphasis on how products of creative expression have shaped, and been shaped by, their historical context. NOTE: HIS 1110 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1120. Society and History (3).F;S.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Social Relations Across Contexts")*

An examination of selected themes in world or regional history with an emphasis on the historical context of various social, political, cultural, and economic processes. NOTE: HIS 1120 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1130. Themes in Global History (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An examination of selected themes in global history with an emphasis on the historical context of global issues, processes, trends, and systems as they have affected local regions. NOTE: HIS 1130 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1200. American History (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

This course will acquaint the student with the major developments of American history from pre-contact to post-modern eras. Emphasis will be given to the foundational political experiences of the American people and how political developments have been influenced and affected by social developments. Students will learn to apply analytical skills to the reading of primary texts representing the whole sweep of American history. Written expression will be emphasized. NOTE: HIS 1200 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1400. World Empires (3).F;S.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "From Empire to Globalization")*

This course investigates how systems of power functioned on a global scale in the past. Students will discover, discuss, and write about how those systems came to be as well as what kind of society, culture, and world they have created. Students will also develop a clearer understanding not only of their individual role in such global interactions, but how events in one distant part of the world affect many other people around the globe. NOTE: HIS 1400 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1501. Revolution and Social Change in World History (3).F;S.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

This course provides an analysis of significant revolutions and social movements in world history. These may be defined as political, social, cultural, scientific and technological. This course examines the events of these movements, as well as the philosophical/ideological ideas that shaped them. It also examines how these revolutions affected societies in a local and global context, and how they continue to affect the world in which we live today. NOTE: HIS 1501 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1600. Migration in World History (3).F;S.**

This course examines the role of human migration in world history. Starting with "peopling the planet" and using topics such as language diversity, diaspora, colonization and immigration, students will explore the dispersal of people, plants, animals, diseases, as well as cultural and technological diffusion. The emphasis is on evaluation of primary and secondary sources, development of analytical skills, and application of methods used in comparative histories clustered around these themes. Students have a semester long project of preparing their own family history that entails using data bases, oral interviews, and narrative writing that puts their own "local" history into the "global" context of the main events of the past century. NOTE: HIS 1600 DOES NOT COUNT TOWARD THE REQUIREMENTS FOR A HISTORY MAJOR OR MINOR.

**HIS 1700. The Making of Europe (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

European cultures, politics, and economics have enormously influenced the modern world. From the Reformation and Scientific Revolution to the twentieth-century world wars and creation of the European Community, this course offers students the opportunity



to explore developments that continue to shape human experience. HIS 1700 does not count toward the requirements for a history major or minor.

**HIS 2101. The World since 1945 (3).F.**

A survey of global developments since 1945 in an historical context, including political changes such as the Cold War and the changing balance of power, decolonization and economic dependency in the non-western world; militarism and terrorism; environmental issues such as resource depletion and pollution; and the internationalization of the world.

**HIS 2201. Survey of American Civilization to 1876 (3).F;S.**

An examination of United States history to 1876, tracing the American experience from the colonial era through the Civil War and Reconstruction.

**HIS 2204. Survey of American Civilization since 1876 (3).F;S.**

An examination of United States history since 1876 tracing the American experience from the Gilded Age down to the contemporary era.

**HIS 2300. Introduction to Holocaust and Judaic Studies (3).F.Alternate years.**

*GEN ED: Integrative Learning Experience (Theme: "War and Peace")*

This interdisciplinary course provides an introduction to the study of the Holocaust and Judaism. It familiarizes participants with key terms in the analysis of the Nazi genocide of the Jews and the examination of one of the most eminent monotheistic religions. The class combines these explorations with a focus on the histories and main foundational narratives of the Holocaust and Judaism and, finally, applies them to a range of literary and visual sources, including writings by genocide survivors. The course places specific emphasis on war in its treatment in Jewish theological and cultural traditions and its complex intersections with genocide. (Same as JHP 2300.)

**HIS 2301. History of Colonial Latin America (3).F.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Las Americas")*

A survey of Latin America from the ancient Indian civilizations to the wars for independence. Topics include the ancient Maya, Aztec, and Inca Indians; the European discovery, conquest, and colonization of the New World; the colonial administration and exploitation of the Americas; and the independence movements which usher in the national period.

**HIS 2302. History of Modern Latin America (3).S.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Las Americas")*

A survey of Latin America from independence to the present. Topics include the legacy of independence; the rise of the great dictators; causes of instability and social change; twentieth-century revolutions; and the effects of United States policy in the region.

**HIS 2312. Introduction to the Ancient Mediterranean World (3).F.Even-numbered years.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "How We Know What We Know About the Past: Method, Evidence, Knowledge")*

A survey of the Ancient Mediterranean, including Greece, the Hellenistic World, and Rome. Topics covered will include ancient art, philosophy, religion, and literature.

**HIS 2313. The Middle Ages (3).S.**

An examination of selected topics in the development of medieval civilization including such themes as the shape of feudal society, the age of Gregorian reform, the flowering of the 12th century, the 13th century synthesis, and crisis and transition in the 14th century.

**HIS 2314. European History 1348 to 1799 (3).F.**

A survey of European History from the beginning of the Black Death to the French Revolution. Topics include the Renaissance, Reformation, absolutism, sundry wars, the rise of capitalism, Enlightenment, and the French Revolution.

**HIS 2315. European History 1789 to present (3).F.**

A survey of European History from the French Revolution to the present. Topics include the French Revolution, nationalism, the Industrial Revolution, the Russian Revolution, two world wars and the Cold War in Europe, the fall of the Soviet Union, and globalization.

**HIS 2320. East Asian History: To 1600** (3).F.

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "How We Know What We Know About the Past: Method, Evidence, Knowledge")*

An introduction to the major issues in East Asian civilizations from pre-history to 1600 with a focus on China, Japan, and Korea. Topics include state building, philosophical/religious traditions (including Confucianism, Daoism, and Buddhism), material culture, the role of women, economic development, regional/global exchange, and social change.

**HIS 2322. History of Traditional China** (3).F.Even-numbered years.

The main topics of Chinese civilization from its origins up to early modern times are the focus of this course. Topics include, but are not limited to, Confucianism and the tradition of the scholar-bureaucrat; family, ancestors, and agrarian traditions; "civilized" China and "barbarian" neighbors; science and technology.

**HIS 2340. Modern East Asia** (3).S.

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

An introduction to the major themes in modern East Asian history from approximately 1600 to the present with a focus on China, Japan and Korea. Topics include social change and revolution, philosophical/religious traditions (including Confucianism and Buddhism), political/economic innovations (including Liberalism, Communism, Fascism, and Corporatism), imperialism, empire and nation, material culture, the role of women, the Cold War, and globalization.

**HIS 2421. History of Africa to 1850** (3).F.

A survey of pre-colonial Africa, examining such topics as geographical influences, neolithic development, structures of belief, ancient North Africa, Islamic influence, trade, African kingdoms and stateless societies, Bantu and other migrations, the slave trade, and early nineteenth-century changes in several parts of Africa.

**HIS 2422. History of Africa since 1850** (3).S.

A survey which examines such topics as tradition and change in African cultures, the European partition and the African response, colonial systems, the Pan-African movement, the road to independence, and contemporary issues confronting independent Africa.

**HIS 2500. Independent Study** (1-3).F;S.

**HIS 2525. The Americans: A Cultural History** (3).F;S.

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "American Culture: Past and Present")*

A history of American cultural traditions, both formal and popular. The course focuses on cultural and social trends in American history, including the rise of a national culture via the development of distinctively American forms in art and literature, music and religion; social thought; and reform movements. It includes an examination of everyday life, popular entertainments and attitudes, and the impact of technological change on American culture.

**HIS 2603. African American History to the Civil War** (3).F.

A survey of African American history from the seventeenth century to the 1860s. (Global Learning Opportunity course)

**HIS 2604. African American History Since Emancipation** (3).S.

A survey of African American history from the 1860s to the present. (Global Learning Opportunity course)

**HIS 2800. Writing History** (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course is required for all History majors. The course uses a variety of primary and secondary sources to explore the ways history is researched and written. Prerequisite: RC 2001 or its equivalent.

**HIS 3122. Classical Greece and the Hellenistic World** (3).S.Odd-numbered years.

This course will focus on society, culture and politics from the Persian Wars through the formation of Hellenistic Kingdoms. In addition to exploring the rise of empires and kingdoms, this course will also survey artistic and literary developments, including Greek romances. The course will be part lecture, and part discussion, with an emphasis on primary sources and source problems.

**HIS 3124. Fall of the Roman Republic** (3).F.Odd-numbered years.

This course will focus on developments in politics, society and the military during the last troubled years of the Republic, beginning with the Gracchi to the death of Caesar. The course will be part lecture, and part discussion, with an emphasis on primary sources and source problems.

**HIS 3125. Rise of the Roman Empire (3).**S.Even-numbered years.

This course will focus on the rise of the Roman Empire, from the Principate to the third century crisis. Special attention will be given to military, economic and political developments, as well as the ever-changing concept of what "Roman" meant across the empire. This course will be primarily discussion, with some lecture.

**HIS 3135. Spain to 1492 (3).**F.Even-numbered years.

This course introduces students to the history of Spain, covering the early Iberian, Roman, Visigoth, Islamic, and the late Medieval Christian periods.

**HIS 3136. Spain from 1469 to present (3).**S.Odd-numbered years.

This course introduces students to the history of Spain, covering the "Golden Age," the Spanish Civil War, Franco, and the modern democratic period.

**HIS 3137. Gender, Sex, and Sexuality in Early Modern Europe (3).**S.Even-numbered years.

This course will introduce students to three areas of recent thought-provoking historical research: changes in perceptions and control of gender, sex, and sexual identity in early modern Europe.

**HIS 3141. Britain to 1688 (3).**On Demand.

This survey course introduces students to the history of Britain to the "Glorious Revolution" of 1688.

**HIS 3142. Britain Since 1688 (3).**On Demand.

This survey course introduces students to the history of Britain since the "Glorious Revolution" of 1688.

**HIS 3143. Medieval Ireland (3).**On Demand.

This course will focus on Ireland during the Middle Ages as an entity apart from the Roman Empire and European mainstream. Goals of the course are to cover the introduction of Christianity, Latin, Roman leadership, Viking raids, and the establishment of towns, all of which brought Ireland into exchange with the rest of Europe. In this course, we will examine the history of this "fringe" land from the perspective of the many people who lived there, Irish and others, and look at how their interactions created the modern nation.

**HIS 3144. The Vikings (3).**On Demand.

The aim of this course is to explore both the reputation and the reality of the Vikings from 750-1200, and from Baghdad to Vinland. Archaeological excavations and sources written by the Norse and Danes themselves have shown that there was far more to the Scandinavians than their actions as Viking raiders. Their roles as explorers, merchants, craftsmen, and town-builders will be examined in this course. The emphasis will be on using primary sources, sources that actually come to us from the Middle Ages, to understand how the Vikings viewed themselves and their world, as well as how others viewed them. There will also be a strong writing component to this course.

**HIS 3146. Medieval Warfare (3).**S.Even-numbered years.

This course will examine trends in waging war from the late Roman Empire until the advent of gunpowder, roughly AD 300-AD 1400. Special attention will be paid to the changes in the Roman Army, the role of the army in the transition from Empire to Barbarian kingdoms, the Carolingian reforms, the rise of European power in the eleventh century and the Crusades, the Mongol threat, and finally, the adoption of gunpowder in the Hundred Years War.

**HIS 3148. The Making of British Democracy: Party and Politics, 1865-1951 (3).**On Demand.

This course will examine processes of political change in Britain between 1865 (the death of Lord Palmerston) and 1951 (the defeat at the polls of the first majority Labour government). The main focus will be on the nature and meaning of "democracy." In the early nineteenth century the term was used pejoratively, to warn against mob rule and social upheaval. But by the mid-twentieth century, Britain's system of government was generally assumed to be "democratic": the term now referred to an ongoing and salutary extension of political rights and participation. How did this change come about? Why did the character of Britain's democracy continue to be controversial? In order to address these problems, the course will investigate the role played by particular political leaders, parties, principles, and policies, and the changing relationship between political institutions and the people they were designed both to govern and to represent.

**HIS 3149. Britain's "REEL" History: Monarchy and People on Film (3).**On Demand.

This course will examine major themes in modern British history through film. It will focus on how films represent the past and how they are themselves products of particular periods and mind-sets. Among the topics to be studied will be: the role of the monarchy, and changing attitudes towards it; Britain's experience of war in the twentieth century; the retreat from empire; social change and class relationships; and questions of race, gender, religion, and national identity. What do we see in modern Britain: Victorian continuities or the "New Jerusalem," economic, imperial, political, and cultural decline or remarkable national progress? In addressing such

questions, this course will consider what is revealed in movies and documentaries and place them in their proper historical context.

**HIS 3151. Comparative Genocide in the Twentieth Century (3).F.Alternate years.**

This advanced course combines an analysis of conceptual approaches to genocide studies with an examination of specific twentieth-century genocides. The examined cases include the Ottoman genocide of the Armenians, the Holocaust, the mass murders in 1970s Cambodia and 1990s Bosnia, and the 1994 Rwandan genocide. The course pays specific attention to the motivations of perpetrators, the role of mass media, and the international community's politics of naming and intervention. (Same as JHP 3151.)

**HIS 3152. Germany in Europe, 1918-present (3).S.Even-numbered years.**

A study of Germany in the twentieth century, stressing the impact of war, National Socialism, Cold War division, and reunification, Socioeconomic changes, cultural developments, and Germany's role in European and world affairs will also be examined.

**HIS 3153. The Road to Hitler (3).S.Even-numbered years.**

This course examines the rise of Hitler and the Third Reich from a cultural perspective. It begins with an examination of pre-1914 *volkish* ideology and cultural Expressionism. It then examines the literary and psychological impact of World War I, analyzes the nature of the cultural experimentation of the 1920s, evaluates the cultural revolution following Hitler's appointment as Chancellor in 1933, explains why Hitler launched World War II and the Holocaust, and investigates the importance of Hitler and National Socialism for contemporary German society and culture.

**HIS 3154. The Holocaust: Interpretation, Memory, and Representation (3).S.**

This upper-level course examines key scholarly debates in the study of the Holocaust's perpetrators, victims, and bystanders. The class also analyzes the memorialization and often-conflicting representations of the Holocaust in German, Israeli, and American societies after 1945. It demonstrates how the Holocaust does not only exist as a devastating reality of Jewish history, but has also become an integral component of global history with a profound impact on our world today. The course evolves around a Center-supported research trip during spring break that alternates between Holocaust memorials and archives in Washington, D.C., Germany/Poland, and Israel. (Same as JHP 3154.)

**HIS 3155. Russia: 16th to 20th Century (3).S.**

This course will examine the basic values and principles of traditional Russian civilization, which were inherited, accommodated, and then changed during the Soviet period (1917-1991) and which are springing up again in the time of complicated transition to democracy. The focus will also be made on the reforms of Peter I and Alexander II to the rise and fall of the Soviet Empire and to the last painful attempts to build democratic state and society. This broad survey will consider themes related to Russians and non-Russians alike, cultural interactions between them in the process of Russian exploration and expansion; migration and settlement patterns; ranching, mining, and other extractive industries; families; labor; water; urbanization; and myth-building.

**HIS 3156. History of International Terrorism (3).F.Even-numbered years.**

This course is designed to introduce students to key concepts to which they can refer to for analyzing what may be anticipated with respect to future incidents of global terrorism. The course will cover previous incidents of terrorism, such as the events of September 11, 2001, which set the stage for a major reconfiguring of world politics similar in scope to the transformations provoked by the two World Wars and the Cold War in the twentieth century. The course provides a framework as well for analyzing present and future acts of terrorism.

**HIS 3158. Ethnic Conflict: East Versus West (3).F.Odd-numbered years.**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "War and Peace")*

Ethnic peace, conflicts, and resolutions are among the oldest dreams and most difficult challenges of human experience. The art of compromise and accommodation, the process for peaceful resolution of differences and setting of priorities, the rule of law as an inclusive and systematic set of legal procedures, and the universal respect for human rights are necessary in order to deal with ethnic conflicts and thus should be a part of professional training of new leaders. This course also deals with historic and comparative studies of ethnic conflicts in the West, the Balkans, Caucasus, and Central Asia.

**HIS 3210 Poverty: Theory and Practice (3).S.**

*GEN ED: Liberal Studies Experience*

This course introduces students to the theories and history of poverty, with an emphasis on learning the historical and social contexts of poverty through experiential or service-learning. (Same as WRC 3210).

**HIS 3222. Colonial America (3).F.Odd-numbered years.**

An examination of the formation of American values and institutions through the interaction of European traditions and the American environment; social mobility, economic opportunity, and political democracy; the role of religion; Indian relations, slavery; gender

construction; the causes and consequences of the colonial wars; and the causes of the decision to seek independence from Great Britain.

**HIS 3223. Revolutionary America (3).**S.Odd-numbered years.

This course explores the history of the U.S. from the events leading up to the American Revolution and the fight for Independence through the founding of the United States and the election of 1800, ending with the second American Revolution (the War of 1812). The course focuses on the social and cultural effects of the war and its aftermath. It also examines the shaping of the New Republic; the founding of political parties; the Second Great Awakening; and the role of women, Native Americans, and African Americans in those processes. The course places special attention on the role of the backcountry in the shaping of the Early Republic.

**HIS 3224. Antebellum America (3).**F.Odd-numbered years.

A study of the United States from the end of the War of 1812 until the Civil War. Variable content. Topics include the meaning of Jacksonian democracy; slavery and race relations; the antislavery movement and the rise of social reform movements including temperance, utopianism, and women's rights; Indian removal; the market economy; the westward movement; the Mexican American War; the free soil movement; and the secession crisis.

**HIS 3226. The U.S. Civil War (3).**S.

A study of the era of national transformation, with emphasis on the sectional conflict and causes of the Civil War, its political and military conduct, its international impact, the abolition of slavery, and the principal political, social, economic, and cultural changes wrought on the nation by war.

**HIS 3227. History of U.S. Reconstruction (1863-1877) (3).**S.Odd-numbered years.

This course will examine the way in which Americans worked to reform the nation in the wake of the Civil War. It will focus on varying opinions and experiences of different Americans, black and white, men and women, North and South, East and West. We will place the South within a national context, describing how political events and social movements in the North and West shaped Reconstruction.

**HIS 3228. The Gilded Age and Progressive Era (3).**On Demand.

An analysis of the responses of the American people to the rise of the urban-industrial nation. Problems associated with the growth of the city, capital-labor confrontations, social mobility, black-white relations, reform movements, cultural and intellectual affairs, American imperialism, and representative biography are examined.

**HIS 3229. World War II (3).**On Demand.

A study of the largest and most destructive war of the 20th century, with emphasis on the global contexts in which the war began, how the Allies emerged victorious, how the war led to the development of the Cold War, and how the war dramatically altered the social, cultural, economic, and political fabric of the United States and other nations. The course will cover most of the major geographic areas involved in the war, as well as many of the major military and political events and figures of the war.

**HIS 3230. Recent United States History (3).**S.

American history since 1920, with emphasis on domestic social and political developments in the post-1945 period. Organized around the theme of the rise and relative decline of the middle class, major topics include the Cold War, the Civil Rights Movement, the Baby Boom, suburbanization, the rise of rock'n'roll, the Vietnam War, the Counterculture, Watergate, the Energy Crisis, and Reaganism. Course features music and films as well as lectures.

**HIS 3232. Contemporary U.S. Political History (3).**F.Even-numbered years.

Intensive study of selected topics in U.S. politics (broadly defined) from 1932 to the present, with an emphasis on recent events. Content will vary to reflect contemporary political debates, which will be analyzed from a historical perspective. Examples of topics include: the rise of southern Republicans, presidential campaigns, party realignments, church and state, movements of change, race and gender politics, the welfare state, globalization, and foreign policy.

**HIS 3233. History of the American West (3).**F.

This course examines the history of the Trans-Mississippian West from Native occupation to the twentieth century. The course considers how Native Americans lived in their environment; how the West was explored, settled, and developed by Europeans and Americans; how different ethnic and racial groups interacted and shaped each other's experiences; how men and women experienced the West; and how the West has influenced the development of the United States. It also explores the meaning of the West in the American consciousness and the place of the West in understanding American History.

**HIS 3235. Mexican American History (3).**S.

This course explores the social, economic, political and cultural history of Americans of Mexican descent from Spanish exploration and

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settlement through the twentieth century. It also focuses on the cultural heritage of Mexican-Americans; the meaning of "El Norte;" the Mexican-U.S. War and its aftermath; immigration; migrant labor; bilingual and bicultural education; and the Chicano movement.

**HIS 3236. Immigration and Migration in American History (3).**On Demand.

This course explores the role of immigration and migration as a factor in American history. Variable content. Topics may include: trans-Atlantic immigration; trans-Appalachian migration; westward movement and settlement; frontiers; immigration policy; and Mexican immigration.

**HIS 3237. Nature, Wilderness, and American Life (3).**F.Odd-numbered years.

This course provides an overview of Americans' interaction with the natural world from colonization to the present, with emphasis on Native Americans' relationship to the land, the environmental effects of European settlement, wilderness as a cultural construct, the growth of agriculture and industry, conservation and preservation, atomic energy, chemical pesticides, and the modern environmental movements. This course may be of particular interest to public historians, cultural resource managers, planners, and environmental specialists.

**HIS 3238. America's National Parks (3).**F.Even-numbered years.

A survey of the history of America's national parks from the nineteenth century to the present with emphasis on Americans' changing ideas about wilderness preservation, the early history of Yosemite and Yellowstone, the role of railroads in park promotion, removal of Native Americans and white settlers from park sites, establishment of the National Park Service, the impact of the automobile on tourism, the creation of national parks in the East, wildlife policy, overcrowding, and other problems facing modern parks.

**HIS 3239. Country Music and American Culture (3).**F.Even-numbered years.

An investigation of American country music, specifically the gospel, bluegrass, hillbilly, and rockabilly traditions that resulted in the modern Country Music Association. Parallel topics will be southern urban migration, the impact of the Great Depression, the development of radio and television, and the emergence of Nashville as America's country music center.

**HIS 3240. Race, Rock & Rebellion (3).**F.Even-numbered years.

Analysis of the relationship among the civil rights movement, the birth and development of rock and roll, and the youth rebellion of the 1960s and early 1970s. Topics include the Jim Crow South, the roots of rock, Massive Resistance, the Baby Boom, Rockabilly, civil disobedience, Folk Rock, youth culture, the British Invasion, the Counterculture, anti-Vietnam War music, and the transitional music of the early 70s. The period covered is from the end of World War II to 1975.

**HIS 3242. The American Civil Rights Movement (3).**F.Odd-numbered years.

History of the American Civil Rights Movement from Emancipation to the present, with emphasis on the period after the 1909 formation of the NAACP. Topics include the rise of Jim Crow segregation and the resistance to it, *Plessy v. Ferguson*, the Niagara Movement and the NAACP, the KKK and racial violence, the anti-lynching crusade, the Legal Defense Fund, Inc., the New Deal for Black Americans, WWII and the Double V, the legal battle against educational segregation from *Sweatt* to *Brown*, massive resistance, and the post-*Brown* civil rights revolution.

**HIS 3243. History of American Popular Culture (3).**F.Odd-numbered years.

An introduction to the history of popular culture in the United States from the colonial period to the present via music, television, food, film and other manifestations of American popular culture.

**HIS 3301. History of the Southern Cone (3).**S.Even-numbered years.

In this course, students review colonial differences and explore the history of Chile, Argentina, Paraguay, and Uruguay from independence to the present, moving both geographically and chronologically to cover the four national histories. While the course will emphasize industrial development, social consolidation, political control, labor mobilization, and international responses, students will also examine genocide, guerrilla insurrections, peasant organization, linguistic policies, immigration and internal development. The class will debate recent economic coalitions and alternatives to globalization. Students complement the general chronological approach with thematic examples from the four southern countries to examine the recent changes and to assess area trends and directions.

**HIS 3303. History of Mexico (3).**S.

Traces the evolution of Mexican society from pre-Columbian times to the present. Topics include the Maya and Aztec civilizations; the Spanish colonial heritage; the nation's struggle for independence; the tumultuous Mexican Revolution; and problems of economic development in the twentieth century.

**HIS 3304. The Mexican Revolution (3).**F.Even-numbered years.

Study of the Mexican Revolution, its causes in the late nineteenth century, its process during the military phase (1910-1920), the

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country's reconstruction (1920-1940), and its impact on modern Mexico, modern Latin America, and the United States. It will look at some of the most famous figures in Mexican history: Porfirio Diaz, Francisco Madero, Emiliano Zapata, Pancho Villa, Lazaro Cardenas, as well as great artists like Diego Rivera and Frida Kahlo. In addition to a social, economic, and military history of the revolution, the course will examine the new culture that emerged from the process, in music, art, literature, and film.

**HIS 3305. Comparative Revolutions (3).S.**

Comparison of important social revolutions in history. Among the list of possible revolutions are those from which the modern nation state emerged (England and France), the classic anti-capitalist revolutions of the twentieth century (Russia and China), and the anti-imperialist revolutions in the third world (Mexico, Cuba, Iran). The course will review the theory of revolution, compare theory with the historical experience of specific revolutions, and analyze the status of revolutionary theory in the contemporary world.

**HIS 3306. Indigenous Resistance in Modern Latin America (3).F.Even-numbered years.**

Once nearly annihilated, indigenous people have returned to play an increasingly important role in Latin America. The last decade has shown native influences to national constitutions, environmental protection and human rights as indigenous nations struggled creatively to retain political, cultural and economic autonomy. Students explore ethnic consciousness and resistance to see beyond stereotypes and understand native groups as historical actors. Texts, films and discussions focus on the contradictory way native peoples have shaped state politics and economies within a changing environment.

**HIS 3308. U.S.-Latin American Relations (3).F.Odd-numbered years.**

This course will examine historical perspectives on U.S.-Latin American relations, with the goal of interpreting differing frames of analysis and preparing students to teach in a multi-cultural environment. From the nineteenth to the twenty-first centuries, social and political actors in Latin America actively shaped their relations with the United States. This interaction influenced lives in both continents in important ways. Most recently, contacts have focused on drug traffic, armed insurrections, terrorism, trade relations, and migration policies.

**HIS 3322. History of Modern China (3).S.Odd-numbered years.**

Traces the course of man's longest and largest continuous government and the development of Chinese culture and nationalism which has culminated in the founding of the People's Republic of China, a nation that constitutes one-fourth of the human race.

**HIS 3324. History of Modern Japan (3).S.Even-numbered years.**

A survey of Japan's political, social and economic development from the late 18th century until the present. Emphasis on how Japan became a modern industrial power in the late 19th and early 20th centuries and how it retained and reinforced its economic position in the post-World War II era.

**HIS 3330. Introduction to Africana Studies (3).F.**

This course offers students the opportunity to examine the complex historical, social, political, and cultural issues of peoples of Africa and the African Diaspora. Central themes of this multi-disciplinary course include examinations of pre-colonial African societies, slavery in the Atlantic Basin and in the New World, the evolution of race and racism, and African influences in communities outside of the continent. This course is the required introductory course for the Africana Studies Minor. (Same as IDS 3330.)(Global Learning Opportunity course)

**HIS 3332. History of Modern India (3).S.**

The social and political evolution of India from the achievement of British power in India, Indian reaction in the 18th and 19th centuries, the founding of the Indian nationalist movement, and Gandhi's leadership toward Indian independence in 1947.

**HIS 3335. History of the Middle East from Muhammad to the Present (3).F.Odd-numbered years.**

History of the Middle East from the sixth century until today. A broad historical survey of the region's religious, socioeconomic, geopolitical and technological development. Topics include the formation of early Islamic states until the Middle East's encounter with the West circa 1800; the region's subsequent experiences with colonization, modernization, social change, war, nationalism; the Arab-Israeli conflict; and political Islam.

**HIS 3336. The Revolutionary Middle East (3).F.**

This course examines, in depth, one or more of the significant political, social, religious, or economic changes which have taken place in the 20th century Middle East. Topics investigated may include, but are not limited to changes associated with: the Palestine dilemma, the Iranian Revolution, Nasser's Egypt, Islamic Fundamentalism, Middle Eastern Women, Ataturk's Turkey and/or Saddam Hussein and Iraq.

**HIS 3337. History of Women and Gender in the Middle East (3).S.Even-numbered years.**

History of women and gender in the Middle East from the formation of Islam to the present. Topics include: marriage practices;

homosexuality; gendered legal status; social roles and restrictions in Islam; feminism; and the related impacts of modernization, colonization, and decolonization in the Middle East.

**HIS 3338. African Environmental History from Antiquity to 1500 (3).S.**

Beginning with methodological and theoretical approach within the belief that "Africa's environmental history is written on its landscape," the course visits the challenges of studying pre-literate societies, where the environmental study itself produces a spectacular answer to the dearth of written account. This course examines the interaction between people and natural phenomena and it addresses such questions as what influenced the settlement patterns and development of diverse cultures in different regions of Africa. The origin of human civilization in Africa as the "accepted cradle of mankind" is explored in detail using visual materials, primary and secondary sources.

**HIS 3339. African Environmental History since 1500 (3).F.**

This course explores the interaction between African people and their physical environment from 1500 to the end of the twentieth century. Organized thematically or chronologically, this course examines the intersection between African environmental practice and Western scientific currents of the post industrial era.

**HIS 3420. History of Western Medicine and Public Health (3).F.Odd-numbered years.**

This course examines the roots of Western medicine in Classical and traditional Europe. Focusing on the development of medical and public health approaches and occupations in nineteenth- and twentieth-century United States, the course explores cultural, scientific, economic, and political contexts for suffering and healing.

**HIS 3422. Women in European History (3).F.Even-numbered years.**

An examination of the role of women in European history, both in traditional political and economic institutions, and in the family, work, and female organizations and movements. The course assumes a view of women as an essential force in history.

**HIS 3423. Women in American History (3).S.Odd-numbered years.**

An examination of the role of women in American history, both in traditional political and economic institutions, and in the family, work, and female organizations and movements. The course assumes a view of women as an essential force in history.

**HIS 3424. History of Women and the Law (3).S.Even-numbered years.**

A broad survey of women's legal place in American history from the colonial period through the fight for the Equal Rights Amendment. Beginning with English common law relative to women, the course will examine United States Constitutional Amendments, Supreme Court decisions, and federal laws that have codified women's place in American society. The course assumes a view of women as an essential force in history.

**HIS 3500. Independent Study (1-3).F;S.**

**HIS 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**HIS 3522. Pirates and Their Atlantic World (3).SS.**

This course aims to examine the popular images of pirates, to find out where those images come from and to compare them with the real world of the pirates. We will concentrate on those pirates who plied the waters of the Atlantic during the seventeenth and eighteenth centuries. We will also discuss the Barbary Corsairs of North Africa and other pirates that roamed the South China Sea. Themes raised during the course will include the origins of piracy in the early modern world, the economy of the Atlantic world, seafaring during the early modern period, the language and culture of the sea, authority and violence among pirates, and the social and cultural dimensions of piracy.

**HIS 3524. World Economy: History and Theory (3).F.Even-numbered years.**

*GEN ED: Historical and Social Perspective (Theme: "Capitalism and Its Critics")*

This course traces the development of the world economy to the present, focusing on the search for the determinants of economic success and the various solutions that have been offered. The long term changes in world income and population are quantified (mainly for the second millennium), the forces that explain the success of rich countries are identified, and the obstacles that hindered economic advance in lagging regions are explored. We will emphasize the interaction between empirical methods and interdisciplinary theories. The interaction between wealthy nations and the rest of the world is scrutinized to assess the degree to which backwardness may have been due to Western policy. Also, special emphasis will be placed on the analysis of government spending patterns and the economic impact of conflicts.

**HIS 3526. Business History** (3).F.Odd-numbered years.

This course will survey the latest theories and empirical applications in the field of business history. Geographically, the focus will be on American and European business history, and temporally on the development of business history from the 20th to the 21st century. Topics in the course will include the development of multinational firms and the managerial revolution, family firms, armaments producers, business/government relations, and Nokia, and it will touch on local business history as well.

**HIS 3528. Comparative Labor History** (3).S.Odd-numbered years.

A study of the development of labor in history, comparing labor process in different periods and regions. The course is particularly focused on the shift from agricultural to industrial labor, the varieties of industrial labor, and the emergence of post-industrial labor. It analyzes the differences in the historical experiences of the advanced countries in Europe and North America with the historically backwards economies in the Third World. It explores the gendered experience of labor, forms of labor organization, and the growth of working-class cultures, as well as the relationship between labor and the state.

**HIS 3530–3549. Selected Topics** (1–4).On Demand.

**HIS 3560. Undergraduate Research** (1-3).F;S.

A supervised experience in which the student does historical research under the direction of a faculty member, resulting in a product of learning. May be repeated for a total credit of three semester hours. Prerequisite: History major, or permission of the instructor.

**HIS 3575. Public History: An Introduction to the Field** (3).F.

An upper-level undergraduate course examining and evaluating the types of work done by public historians. Students will evaluate history as it is presented in exhibits, documentaries, popular culture, and as tourism, among other formats. Students will also be introduced to the interdisciplinary skills and techniques employed by historians and other professionals working in historical agencies, universities, museums and historic sites, preservation, policy research, libraries and archives, cultural resources management, and the National Park Service.

**HIS 3576. Education in Museums and Public History Sites** (3).F.Odd-numbered years.

This course examines the ways in which museums and other public history sites attempt to reach and educate diverse audiences, and explores how people learn from, and meaningfully engage with, these sites. Students will examine how the field of museum education and theories about learning have historically changed over the years, and will research and analyze the variety of interpretive methods museums use, such as technology, hands-on activities, and curriculum-based activities.

**HIS 3600. Selected Topics in Public History** (3).On Demand.

Variable content. A systematic examination of a field in public history such as museum studies, archival management, historic preservation, or living history. Barring duplication of content, a student may repeat the course.

**HIS 3626. Issues in Teaching United States History** (3).F.

A course designed specifically for history majors who plan to teach history/social studies at the secondary level. Assignments include examination of the North Carolina Standard Course of Study for United States History, development of a plan to sequence and pace instruction, preparation of content for classroom presentation, and identification of teaching materials supplementary to textbooks.

**HIS 3628. Issues in Teaching World History** (3).S.

A course designed specifically for history majors who plan to teach history/social studies at the secondary level. Assignments include examination of the North Carolina Standard Course of Study for World History, development of a plan to sequence and pace instruction, preparation of content for classroom presentation, and identification of teaching materials supplementary to textbooks.

**HIS 3720. History of the Old South** (3).F.On Demand.

An examination of the development of America's major regional subculture; a study of significant trends in the social, intellectual, economic, and political evolution of the region from the seventeenth century to the beginning of the Civil War.

**HIS 3722. Post-Civil War South** (3).S.Even-numbered years.

An examination of the development of America's major regional subculture. A study of significant trends in the social, intellectual, economic, and political evolution of the region since the end of the American Civil War.

**HIS 3726. History of the Appalachian Region** (3).S.

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

A survey of the history of the Appalachian region from the period of exploration and settlement to the present.

**HIS 3728. History of North Carolina (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

This course will examine the major social, economic, and political factors in the development of North Carolina from its settlement to the present. Consideration will be given to the relationship of the State to the Southern region and the nation.

**HIS 3820. United States Foreign Policy (3).F.Even-numbered years.**

Major episodes in the history of United States foreign policy during the twentieth century are explored, with special consideration being given to the ideas, ideals, domestic and international conditions, and personalities that have played important roles in determining relations with the rest of the world.

**HIS 3822. The Vietnam War (3).S.**

This course is intended to provide the student with an overview of the U.S. involvement in Vietnam since 1945, concentrating on the reasons for that involvement, the resulting conflict in Vietnam, and the results of the war.

**HIS 3823. American Military History (3).F;S.Odd-numbered years.(SS1.Even-numbered years.)**

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "War and Peace")*

This course explores the American military experience from its origins in the colonial period to the present day. It is designed to view military history from a variety of angles, through multiple perspectives and formats, and to broaden students' views of the American military establishment. We will examine traditional military topics, such as strategy and tactics, and combat operations, as well as exploring "new military history" topics, such as the interaction between war and society, civil-military relations, and the social history of soldiers. We will also explore how political, social, and cultural factors have influenced the nature of warfare and the military institution in American history. (Same as MSL 3823.)

**HIS 3824. American Urban History (3).S.**

A study of the American urban environment, evaluating the history of urban expansion and suburbanization. Students will examine concepts of urbanization that may include sprawl, gentrification, preservation, and shrinkage. Students will study the impact of segregation and the interstate highway system on the landscape, as well as the image of the city in popular thought and culture.

**HIS 3828. American Church History (3).S.Odd-numbered years.**

A study of major Protestant, Catholic, and Jewish organizations in the United States from the colonial period to the present. The course also traces the rise of popular religious culture through an examination of religious use of literature, education, politics, theater, music, and the electronic media.

**HIS 3922. The Western Intellectual Tradition (3).S.Odd-numbered years.**

Studies in western intellectual history which examine the interaction of historically important ideas and their social milieu, with emphasis on selected individuals and concepts that have shaped and exemplified western thought.

**HIS 3923. The Truth in History and the Truth of History (3).On Demand.**

*GEN ED: Historical Studies Designation; Historical and Social Perspective (Theme: "Mind")*

The primary goal of this course is to help students understand how historians determine the truth in history. The class will use the example of a specific historical event. Students will examine reasoned arguments about truth, relevant social theories necessary for understanding social processes, and primary and secondary sources about the event in question. The class will integrate these materials to explore how historians determine the truth in history and the truth of history.

**HIS 4000. Senior Colloquium (3).F;S.**

Variable content. A readings course that investigates a broad topic, field, or period in history. Strongly emphasizes current scholarship, interpretation, and bibliography. Barring duplication of content, a student may repeat the course for a total of six credit hours. Prerequisite: History major with a minimum of three semester hours in history at the 3000-level, or permission of the instructor.

**HIS 4100. Senior Seminar (3).F;S.**

*GEN ED: Capstone Experience*

Variable content. In a seminar setting, students will investigate a broad topic, field, or period in history through intensive reading, research, and writing. Strongly emphasizes the examination and interpretation of primary and secondary sources, definition of a research topic, use of research methodology, and the understanding of issues and problems in research. A minimum grade of "C" in the HIS 4100 Senior Seminar is required to complete the History major. Prerequisites: HIS 2800; and History major with senior standing and a minimum of three semester hours in history at the 3000-level, or permission of the instructor.

**HIS 4900. Internship: Experiential Learning in Public and Applied History (3-12).F;S.**

An on-the-job work experience individually tailored to the students' career orientation. Students may be required to reside off-campus for periods of from six weeks to a full semester. Graded on an S/U basis.

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## Judaic, Holocaust and Peace Studies (JHP)

Thomas Pegelow Kaplan, Director of the Center for Center for Judaic, Holocaust, and Peace Studies

The Center for Judaic, Holocaust, and Peace Studies coordinates a broad array of educational and research opportunities for students, teachers, faculty members, and the community at large.

The Center fosters the interdisciplinary study of the Holocaust and other modern genocides. In order to comprehend practices of systematic mass murder and genocidal societies, it is pivotal to draw on a variety of fields from sociology, anthropology, and history to political science, philosophy, and religious studies and scrutinize a multilayered source base, ranging from film and photography to literary, diplomatic, and government sources. The study of the Holocaust and modern genocides provides insights into the pre-conditions and unfolding of systematic mass murder, how ordinary men and women come to participate in these crimes and the responses, "choiceless choices" (Lawrence L. Langer), and acts of contestation by victimized populations. These explorations also center on possible forms of intervention and problematize silence in the face of genocide, always combining analysis with reflections on social and civic responsibilities.

The study of the Holocaust is combined with a multi-layered examination of Judaism and histories of Jewish populations worldwide that cannot be reduced to ongoing episodes of violence. Over the centuries, Jewish communities developed a complex theology, laws, and cultural traditions. Many of these traditions also inform practices of waging peace, which is at the core of the Center's third focus. Combined with a knowledge of Jewish cultures and histories and meanings of the Holocaust, the exploration of theories and languages of peace studies underpin the search for human improvement and a world increasingly free of violence and genocide.

### Judaic, Holocaust and Peace Studies offers the following:

#### Minor in Judaic, Holocaust and Peace Studies (126/30.2101)

A student may earn an undergraduate minor in Judaic, Holocaust and Peace Studies by successful completion of an interdisciplinary program of 18 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/judaic-holocaust-and-peace-studies-minor-126-2016-2017](http://www.programsofstudy.appstate.edu/judaic-holocaust-and-peace-studies-minor-126-2016-2017)

For additional information, contact the Center director in the Center for Judaic, Holocaust and Peace Studies at (828)262-2311.

#### Courses of Instruction in Judaic, Holocaust and Peace Studies (JHP):

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### Judaic, Holocaust and Peace Studies (JHP)

#### JHP 2300. Introduction to Holocaust and Judaic Studies (3).F.Alternate years.

*GEN ED: Integrative Learning Experience (Theme: "War and Peace")*

This interdisciplinary course provides an introduction to the study of the Holocaust and Judaism. It familiarizes participants with key terms in the analysis of the Nazi genocide of the Jews and the examination of one of the most eminent monotheistic religions. The class combines these explorations with a focus on the histories and main foundational narratives of the Holocaust and Judaism and, finally, applies them to a range of literary and visual sources, including writings by genocide survivors. The course places specific emphasis on war in its treatment in Jewish theological and cultural traditions and its complex intersections with genocide. (Same as HIS 2300.)

#### JHP 2350. Introduction to Peace Studies (3).On Demand.

*GEN ED: Integrative Learning Experience (Theme: "War and Peace")*

In this course, students will explore relevant theories about peace studies, as well as a history of the development of the area of peace studies. The course will ask students to discuss the problems that arise when working in the area of peace and evaluate the ways in which states and individuals consider waging peace. Finally, the course will encourage students to consider their contributions toward achieving a world in which people can resolve conflicts more effectively. Given the ultimate goal of understanding ideas such as negative peace and positive peace and nonviolent methods for conflict resolution, this course will be very interdisciplinary, including but not limited to academic fields in political science, sociology, psychology, economics, gender studies, anthropology, and literary studies. Working across fields and supporting an open discourse allows for multiple interpretations and perspectives. (Same as GLS 2350.)

#### JHP 3151. Comparative Genocide in the Twentieth Century (3).F.Alternate years.

This advanced course combines an analysis of conceptual approaches to genocide studies with an examination of specific twentieth-

century genocides. The examined cases include the Ottoman genocide of the Armenians, the Holocaust, the mass murders in 1970s Cambodia and 1990s Bosnia, and the 1994 Rwandan genocide. The course pays specific attention to the motivations of perpetrators, the role of mass media, and the international community's politics of naming and intervention. (Same as HIS 3151.)

**JHP 3154. The Holocaust: Interpretation, Memory, and Representation (3).S.**

This upper-level course examines key scholarly debates in the study of the Holocaust's perpetrators, victims, and bystanders. The class also analyzes the memorialization and often-conflicting representations of the Holocaust in German, Israeli, and American societies after 1945. It demonstrates how the Holocaust does not only exist as a devastating reality of Jewish history, but has also become an integral component of global history with a profound impact on our world today. The course evolves around a Center-supported research trip during spring break that alternates between Holocaust memorials and archives in Washington, D.C., Germany/Poland, and Israel. (Same as HIS 3154.)



## Department of Languages, Literatures, and Cultures (LLC)

*James D. Fogelquist (Spanish), Chair*

*Irina Y. Barclay (Russian)*  
*Saloua Ben Zahra (Arabic)*  
*Zhiyuan Chen (Spanish)*  
*Victoria K. Cox (Spanish)*  
*Benito del Pliego (Spanish)*  
*Andrés Fisher (Spanish)*

*Catherine A. Fountain (Spanish)*  
*Jean-François Fournier (French)*  
*Martial Frindéthié (French)*  
*Darci L. Gardner (French)*  
*Rainer H. Goetz (Spanish)*  
*Kevin G. Kennedy (German)*

*Richard G. McGarry (Linguistics and ESL)*  
*Beverly A. Moser (German)*  
*Maria Patricia Ortiz-Owens (Spanish)*  
*Benjamin J. Souza (Spanish)*  
*Alexandra Sterling-Hellenbrand (German)*  
*Wendy Xie (Chinese)*

The curriculum of the Department of Languages, Literatures, and Cultures includes courses in French, Spanish, German, Latin, Russian, Japanese, Chinese, Arabic, Portuguese, and ESL. The major objective of the department is to enable students to gain linguistic and cultural competency through the study and practice (reading, writing, speaking) of the languages we offer. Further studies in the culture and literature of the target languages are designed to give students a better understanding of the traditions, achievements and lifestyles of the countries and areas where the languages are spoken. In teaching culture through literature and language, we seek to educate students with the intercultural and linguistic proficiency to become active members of a diverse global community.

### Language Placement Exam Requirement:

A language placement exam is required of all students enrolling in their first language course at the 1020 level (Beginning II) or above. The placement exam score remains valid for only one year. Information about placement exams in all languages is available on the website of the Department of Languages, Literatures and Cultures (<http://dlc.appstate.edu/node/674>).

Students are expected to enroll in the course indicated by the results of their exam. When warranted, a student's placement level may be adjusted after consultation with the language advisor.

A student who enrolls in a course lower than the placement level indicated will not be granted credit for the course. Courses taken below the placement level count as credit toward course load and full-time student eligibility, but do not count toward hours required for graduation and will not be calculated as part of the GPA. Placement credit will be awarded to students **only** if they successfully complete (with a "C" or better) the course they score into.

Placement credit will be awarded in the following manner:

- Students placing into and successfully completing 1020 receive placement credit for 1010.
- Students placing into and successfully completing 1040 receive placement credit for 1010 and 1020.
- Students placing into and successfully completing 1050 receive placement credit for 1020 and 1040.
- Students placing into the 2000 level (advanced) may choose 2005 or 2010 as a validation course. Successfully completing the 2000 level class would gain placement credit for 1040 and 1050.

Transfer students with college credit in a language who wish to continue in the same language are not required to take the placement test. However, transfer students are encouraged to consult with the faculty advisor for that language.

All students who wish to enroll in courses on the level of 2000 or above must take proficiency tests or complete course work through the intermediate level of that language (1050). All classes in the Department, except those designated as LLC (Languages, Literatures, and Cultures) courses, are taught in the target language. LLC courses are offered in English and may count towards the major only under special circumstances and with the consent of the advisor and departmental chair.

### The Bachelor of Arts degree in Languages, Literatures, and Cultures (136\*/16.0199) with a concentration in French and Francophone Studies (136B)

The program of study is available at: [www.programsofstudy.appstate.edu/languages-literatures-and-cultures-ba-french-and-francophone-studies-136b-2016-2017](http://www.programsofstudy.appstate.edu/languages-literatures-and-cultures-ba-french-and-francophone-studies-136b-2016-2017)

### The Bachelor of Arts degree in Languages, Literatures, and Cultures (136\*/16.0199) with a concentration in Spanish (136C)

The program of study is available at: [www.programsofstudy.appstate.edu/languages-literatures-and-cultures-ba-spanish-136c-2016-2017](http://www.programsofstudy.appstate.edu/languages-literatures-and-cultures-ba-spanish-136c-2016-2017)

### The Bachelor of Science degree in Languages, Literatures, and Cultures (137\*/13.1399)[T] with a concentration in French and Francophone Studies, Education (K-12)(137B)[T] with teacher licensure

The program of study is available at: [www.programsofstudy.appstate.edu/languages-literatures-and-cultures-bs-french-and-franco-](http://www.programsofstudy.appstate.edu/languages-literatures-and-cultures-bs-french-and-franco-)

[phone-studies-education-k-12-137b-2016-2017](#)

## **The Bachelor of Science degree in Languages, Literatures, and Cultures (137\*/13.1399)[T] with a concentration in Spanish, Education (K-12) (137C)[T] with teacher licensure**

The program of study is available at: [www.programsofstudy.appstate.edu/languages-literatures-and-cultures-bs-spanish-education-k-12-137c-2016-2017](http://www.programsofstudy.appstate.edu/languages-literatures-and-cultures-bs-spanish-education-k-12-137c-2016-2017)

### **Minors**

**A minor in Arabic (133/16.1101)** consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/arabic-minor-133-2016-2017](http://www.programsofstudy.appstate.edu/arabic-minor-133-2016-2017)

**A minor in Chinese (227/16.9999)** consists of 15 semester hours. (International Business majors with a minor in Chinese are required to take CHN 3090, Business Chinese.)

The program of study is available at: [www.programsofstudy.appstate.edu/chinese-minor-227-2016-2017](http://www.programsofstudy.appstate.edu/chinese-minor-227-2016-2017)

**A minor in French and Francophone Studies (122/16.0901)** consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/french-and-francophone-studies-minor-122-2016-2017](http://www.programsofstudy.appstate.edu/french-and-francophone-studies-minor-122-2016-2017)

**A minor in German (245/16.0501)** consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/german-minor-245-2016-2017](http://www.programsofstudy.appstate.edu/german-minor-245-2016-2017)

**A minor in Japanese (117/16.0302)** consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/japanese-minor-117-2016-2017](http://www.programsofstudy.appstate.edu/japanese-minor-117-2016-2017)

**A minor in Russian (129/16.0402)** consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/russian-minor-129-2016-2017](http://www.programsofstudy.appstate.edu/russian-minor-129-2016-2017)

**A minor in Spanish (286/16.0905)** consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/spanish-minor-286-2016-2017](http://www.programsofstudy.appstate.edu/spanish-minor-286-2016-2017)

**A minor in TESL/Applied Linguistics (TESL: Teaching English as a Second Language) (288/16.0102)**

consists of 18 or 21 semester hours of required course work.

The program of study is available at: [www.programsofstudy.appstate.edu/teslapplied-linguistics-minor-288-2016-2017](http://www.programsofstudy.appstate.edu/teslapplied-linguistics-minor-288-2016-2017)

### **Honors Program in French and Spanish**

The Department of Languages, Literatures, and Cultures maintains an honors program in French and in Spanish to provide qualified students with an opportunity for advanced research in a seminar atmosphere. At the freshman level, the Department participates in the campus wide honors program for eligible new students, offering honors sections of a variety of introductory courses on a rotating basis. Honors courses and honors course contracts are available in the department for students at the sophomore, junior and senior level. These courses are open to students who have distinguished themselves. Junior and senior level honors courses carry full credit toward the majors in French and Spanish, or for non-majors full elective credit. In order to remain in the departmental program, students must maintain a 3.0 GPA in honors work.

To graduate with honors in French, a student must take 9 semester hours of honors courses in the department, including the senior honors thesis, FRE 4510.

To graduate with honors in Spanish, a student must take 9 semester hours of honors courses in the department, including the senior honors thesis, SNH 4510.

Qualified University honors students who are minoring in a language (Chinese, French, German, Spanish, TESL/Applied Linguistics) or minoring in an Area Studies program (e.g., Asian Studies; East European, Russian and Central Asian Studies) may arrange to have a language faculty member as the second reader of the senior honors thesis, with the approval of the thesis advisor from the major department and approval from The Honors College. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

### **Language Computer Lab**

The Department of Languages, Literatures, and Cultures provides a 30-station walk-in computer lab and 6-station oral practice room open to all students, faculty and staff during weekday hours of operation.

The lab provides opportunity for research, enrichment and practice, and individual or group instruction and testing. DLLC lab computers

include foreign language characters and spell-checks in addition to the standard campus software. Microphones and headphones are included or available.

In the adjoining oral lab room, oral record assistance and self-paced computer tutoring is available for languages taught in the department - ARB, CHN, FRE, GER, JPN, LAT, POR, RSN, SNH. The lab also supports the department's several multi-media classrooms.

## Master of Arts

The Department of Languages, Literatures, and Cultures offers a Master of Arts degree in Romance Languages with concentrations in French K-12 Teaching (M Level Licensure), French College Teaching, Spanish K-12 Teaching (M Level Licensure), and Spanish College Teaching. Persons interested in this degree are requested to consult the *Graduate Bulletin* for further information.

## Courses of Instruction in Languages, Literatures, and Cultures

**(ARB, CHN, FRE, GER, JPN, LAT, LLC, POR, RSN, SNH)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### ARABIC (ARB)

#### **ARB 1010. Beginning Arabic I (4).F.**

Introduction to basic skills necessary for understanding, speaking, reading, and writing Arabic, with emphasis on the use of functional, communicative language. Open to students with no previous experience in Arabic. One small-group conversation section per week required. (Global Learning Opportunity course)

#### **ARB 1020. Beginning Arabic II (4).S.**

Continuation of skills necessary for understanding, speaking, reading, and writing Arabic with emphasis on the use of functional, communicative language. Prerequisite: ARB 1010 or consent of the instructor. One small-group conversation section per week required. (Global Learning Opportunity course)

#### **ARB 1040. Intermediate Arabic I (3).F.**

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: ARB 1020 or consent of the instructor. Laboratory work required. (Global Learning Opportunity course)

#### **ARB 1050. Intermediate Arabic II (3).S.**

*GEN ED: Liberal Studies Experience*

A continuation of ARB 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: ARB 1040 or the equivalent. Laboratory work required. (Global Learning Opportunity course)

#### **ARB 2000. Arabic Discussion Section (1).On Demand.**

Arabic discussion section offered in conjunction with selected content courses. There will be weekly discussion and readings in Arabic relating to the attached content courses (e.g. REL 2030 or LLC 2015). Course can be repeated up to three times. Prerequisite: ARB 1050 or equivalent.

#### **ARB 2001. Media Arabic (3).F.**

Emphasis on the further development of proficiency in comprehension and expression in Arabic through advanced practice of speaking and reading skills. The objective of this class is also to improve knowledge and understanding of Arab culture and society and various issues affecting Arab people. Literature will be multimodal and consist of selected articles from various media in the Arab world, such as major newspapers and clips of popular television programs as well as segments of internet videos. Activities will include work on translating news articles about social and political issues in Arab cultures. Prerequisite: ARB 1050 or equivalent.

#### **ARB 2530-2549. Selected Topics (1-4).F;S.On Demand.**

### CHINESE (CHN)

#### **CHN 1010. Beginning Chinese I (4).F.**

Introduction to basic skills necessary for understanding, speaking, reading, and writing Chinese, with emphasis on the use of functional, communicative language. Open to students with no previous experience in Chinese. One small-group conversation section

per week required. (Global Learning Opportunity course)

**CHN 1020. Beginning Chinese II (4).S.**

Continuation of skills development in understanding, speaking, reading, and writing Chinese with emphasis on the use of functional, communicative language. Prerequisite: CHN 1010 or consent of the instructor. One small-group conversation section per week required. (Global Learning Opportunity course)

**CHN 1040. Intermediate Chinese I (3).F.**

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: CHN 1020 or consent of the instructor. Laboratory work required. (Global Learning Opportunity course)

**CHN 1050. Intermediate Chinese II (3).S.**

*GEN ED: Liberal Studies Experience*

A continuation of CHN 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: CHN 1040 or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**CHN 2000. Chinese Discussion Section (1).On Demand.**

Chinese discussion section offered in conjunction with selected content courses. There will be weekly discussion and assignments in Chinese relating to attached content courses. Course can be repeated up to three times for credit. Prerequisite: CHN 1050 or equivalent.

**CHN 2001. Advanced Chinese I (3).F.**

Focuses on acquiring additional proficiency in speaking, listening, reading and writing. Prerequisite: CHN 1050 or its equivalent. Laboratory work required.

**CHN 2003. Advanced Chinese II (3).S.**

Focuses on acquiring proficiency in speaking, listening, reading and writing. Prerequisite: CHN 2001 or its equivalent. Laboratory work required.

**CHN 2005. Intensive Grammar Review (3).F.**

Focus is on the practice of various aspects of basic Chinese grammar patterns and language structures. Prerequisite: CHN 2003 or its equivalent. Laboratory work required.

**CHN 2010. Conversational Chinese I (3). On Demand.**

This course is designed for those with intermediate language proficiency who wish to focus on oral language skills. Prerequisite: CHN 1050 or its equivalent. Laboratory work required.

**CHN 2020. Conversational Chinese II (3). On Demand.**

This course is designed for those with intermediate language proficiency who wish to focus on oral language skills. Prerequisite: CHN 2010 or permission of the instructor. Laboratory work required.

**CHN 2500. Independent Study (1-3).On Demand.**

**CHN 2530-2549. Selected Topics (1-4). F;S.On Demand.**

**CHN 3040. Chinese Cinema (3). On Demand.**

A study of representative Chinese films from the early twentieth century to the present; films subtitled, readings and discussion in English.

**CHN 3050. Chinese Culture and Civilization (3). On Demand.**

A survey course taught in English that introduces Chinese history, geography, religion, philosophy, government, literature, art, customs and traditions.

**CHN 3070. Advanced Readings in Modern Chinese (3). On Demand.**

Development of communication skills, with emphasis on reading modern Chinese texts.

**CHN 3090. Business Chinese (3). On Demand.**

Focuses on oral and written business expressions common in business communications. Prerequisite: CHN 2003 or its equivalent.

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Laboratory work required.

**CHN 3500. Independent Study** (1–3). On Demand.

**CHN 3520. Instructional Assistance** (1). On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**CHN 3530–3549. Selected Topics** (1–4). On Demand.

## FRENCH (FRE)

**FRE 1010. Beginning French I** (3).F.

Introduction to basic skills necessary for understanding, speaking, reading, and writing French, with emphasis on the use of functional, communicative language. Open to students with no previous experience in French or whose French placement test score indicates deficiency. Laboratory work required. (Global Learning Opportunity course)

**FRE 1020. Beginning French II** (3).S.

Continuation of skills development in understanding, speaking, reading, and writing French with emphasis on the use of functional, communicative language. Prerequisite: FRE 1010 or consent of the advisor. Laboratory work required. (Global Learning Opportunity course)

**FRE 1030. Accelerated Beginning French** (6). On Demand.

Combines FRE 1010 and FRE 1020. Open to students with no previous experience in French or whose French placement score indicates deficiency. Meets daily for a total of 300 minutes per week. Laboratory work required.

**FRE 1040. Intermediate French I** (3).F.

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: adequate score on the placement test or FRE 1020, or FRE 1030, or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**FRE 1050. Intermediate French II** (3).S.

*GEN ED: Liberal Studies Experience*

Focus on various aspects and perspectives of selected French-speaking cultures outside of France, including francophone peoples of Canada, the Caribbean, and/or the African continent. Continued development of communicative language skills through contact with authentic materials, readings, and films. Prerequisite: FRE 1040 or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**FRE 1060. Accelerated Intermediate French** (6). On Demand.

*GEN ED: Liberal Studies Experience*

Combines FRE 1040 and FRE 1050. Prerequisite: FRE 1020 or the equivalent. Class meets daily for a total of 300 minutes per week. Laboratory work required. (\*NOTE: Only 3 s.h. of this 6 s.h. course may count for general education credit in a theme.) (Global Learning Opportunity course)

IN ORDER TO REGISTER FOR COURSES TAUGHT IN FRENCH ON THE 2000 LEVEL OR ABOVE, STUDENTS MUST COMPLETE FRE 1050 OR FRE 1060 OR MAKE AN ADEQUATE SCORE ON THE PLACEMENT TEST.

**FRE 2005. Intensive Grammar Review** (3).F.

Comprehensive review for thorough understanding of the elements of the French language necessary for students wishing to pursue further studies in French. Prerequisite: FRE 1050 or FRE 1060, or the equivalent, or an adequate score on the placement test. Laboratory work required. Required for minors and majors.

**FRE 2006. French Sound and Script** (3).F.

A study of the sound system in French, the phonetic alphabet and its use. Oral practice aimed at improving pronunciation and orthography. Prerequisite: FRE 1050 or FRE 1060 or consent of the instructor. Laboratory work required.

**FRE 2010. Spoken French** (3).F;S.

Study of French sounds, vocabulary, and structures targeting listening comprehension and oral self-expression in French. Practice aimed at improving pronunciation, idiomatic usage, discursive and presentational modes of the language. Prerequisite: FRE 1050 or

FRE 1060 or consent of the instructor. Laboratory work required. Required for minors and majors.

**FRE 2025. Introduction to Literature and Writing (3).**S.Alternate years.

This course will focus on the development of skills necessary for critical reading of and writing about literature (examination of genres, concepts of literary structure, language use, and critical theories) through examination of selected works. The course also aims at improving the student's ability to write in French with grammatical correctness. This course satisfies the 2000-level major requirement in French literature. Prerequisite: FRE 2005.

**FRE 2035. The French Speaking World (3).**F.

Initiation to French-speaking cultures of the world, including Europe, West and Central Africa, Quebec, and the Antilles. Continued practice of language skills through various readings, discussions, presentations, and written assignments in French. Prerequisite: FRE 2005 or consent of the instructor. Required for majors.

**FRE 2045. Children's and Adolescent Literature (3).**F.Alternate years.

This course will focus on select literary texts from the French-speaking world, including francophone Europe, Africa, the Antilles, and the Americas that, while certainly enjoyed by adults, were intended for younger reading audiences. Continued development of students' French language skills through readings, written assignments, and class discussions. This course satisfies the 2000-level major requirement in French literature. The course content may vary, but FRE 2045 may count only once in fulfillment of major or minor program requirements in French. Prerequisite: FRE 2005.

**FRE 2055. Women Writers of French Expression (3).**S.Alternate years.

This course will focus on select literary texts by women writers of the French-speaking world, including francophone Europe, Africa, the Antilles, and the Americas. Continued development of students' French language skills through readings, written assignments, and class discussions. This course satisfies the 2000-level major requirement in French literature. The course content may vary, but FRE 2055 may count only once in fulfillment of major or minor program requirements in French. Prerequisite: FRE 2005. (Global Learning Opportunity course)

**FRE 2065. Black Writers of French Expression (3).**F.Alternate years.

This course will focus on select literary texts by black writers of the French-speaking world, including francophone Europe, Africa, and the Antilles. Continued development of students' French language skills through readings, written assignments, and class discussions. This course satisfies the 2000-level major requirement in French literature. The course content may vary, but FRE 2065 may count only once in fulfillment of major or minor program requirements in French. Prerequisite: FRE 2005.

**FRE 2500. Independent Study (1-3).** On Demand.

**FRE 2530-2549. Selected Topics (1-4).**F;S.On Demand.

**FRE 3030. Masterworks of French Literature (3).**F.Alternate years.

A study of selected works of French literature from the Medieval to the Modern period. Prerequisite: one 2000-level FRE literature course (FRE 2025, FRE 2045, FRE 2055, or FRE 2065) or consent of the instructor.

**FRE 3035. Literature and Film (3).**S.Alternate years.

*GEN ED: Junior Writing in the Discipline (WID)*

This course will focus on select literary texts of French expression and cinematographic adaptations of them. This course satisfies the 3000/4000-level major requirement in French literature. The course content may vary, but FRE 3035 may count only once in fulfillment of major or minor program requirements in French. Prerequisite: one 2000-level FRE literature course (FRE 2025, FRE 2045, FRE 2055, or FRE 2065) or consent of the instructor; and RC 2001 or its equivalent.

**FRE 3040. French Culture and Civilization (3).**S.Alternate years.

A study of the culture of France and the francophone world from the Medieval to the Modern period as seen through social and political developments, cultural institutions, and the arts. This course satisfies the 3000/4000-level major requirement in French cultural studies. Prerequisites: FRE 2005 and FRE 2010 or consent of the instructor. (Global Learning Opportunity course)

**FRE 3045. Translation Techniques (3).**F.

*GEN ED: Junior Writing in the Discipline (WID)*

Introduction to practical translation techniques to prepare students of French to produce French-English and English-French translations. Required for majors. Prerequisites: FRE 2005 and one 2000-level FRE literature course (FRE 2025, FRE 2045, FRE 2055, or FRE 2065); and RC 2001 or its equivalent.

**FRE 3050. Masterworks of Francophone Literature (3).**S.Alternate years.

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*GEN ED: Junior Writing in the Discipline (WID)*

This course will focus on select literary texts by writers of the French-speaking world beyond France, with special emphasis on (post) colonial literatures of francophone Africa and the Antilles. This course satisfies the 3000/4000-level major requirement in French literature. The course content may vary, but FRE 3050 may count only once in fulfillment of major or minor program requirements in French. Prerequisite: one 2000-level FRE literature course (FRE 2025, FRE 2045, FRE 2055, or FRE 2065) or consent of the instructor; and RC 2001 or its equivalent.

**FRE 3065. Francophone Culture Through Film (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

An in-depth study of selected films that reveal traditional and contemporary aspects of Francophone culture with focus on such issues as immigration and past colonization, nationalism, religion, freedom, education, parenthood, marriage, and aging. Special consideration of films produced in France, Africa, Canada, Belgium, and Switzerland. Laboratory work required. Prerequisites: junior or senior standing and FRE 3080; and RC 2001 or its equivalent.

**FRE 3080. Advanced Grammar and Composition (3).S.** Alternate years.

Intensive study of the various types of expository writing with emphasis on the morphology and idiomatic expressions of French. Prerequisites: FRE 2005 and FRE 2010 or consent of the instructor.

**FRE 3095. Business French (3).** On Demand.

Focus on various types of business correspondence, with emphasis on current, specialized vocabulary pertinent to international trade and business, and ability to write and communicate via business letters, ads, memos, etc. Students must keep a "business portfolio." Prerequisites: junior or senior standing and FRE 2005 or consent of the instructor.

**FRE 3500. Independent Study (1–3).F;S.** On Demand.

**FRE 3510. Junior/Senior Honors Seminar in French (3).** On Demand.

A study of major works, authors, genres, or literary movements in literature of the Francophone world (European, West African, or Caribbean). Enrollment is by invitation of the department, or by application. (Global Learning Opportunity course)

**FRE 3520. Instructional Assistance (1).F;S.** On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**FRE 3530–3549. Selected Topics (1–4).** On Demand.

**FRE 4010. Aspects of Francophone Culture (3).S.** Alternate years.

An in-depth study of French literature outside of France. Special consideration will be given to the themes and style of representative works from Africa, the Antilles, Madagascar, and Canada. Prerequisite: one 2000-level FRE literature course (FRE 2025, FRE 2045, FRE 2055, or FRE 2065) or consent of the instructor.

**FRE 4075. Advanced Conversation (3).S.**

Development of skills necessary to express ideas fluently on contemporary cultural, literary, and professional issues. Prerequisites: junior or senior standing and FRE 2010 or consent of the instructor.

**FRE 4510. Senior Honors Thesis (3).F;S.**

Independent study and research. Honors thesis directed by a member of the French faculty in the Department of Languages, Literatures, and Cultures and graded by a departmental committee. Oral presentation. Prerequisites: completion of LLC 2510 and FRE 3510 with at least a "B" average.

**FRE 4530-4549. Selected Topics (1-4).F;S.** On Demand.

**FRE 4565. Advanced French Expression (3).F.**

*GEN ED: Capstone Experience*

Students will have the opportunity to advance their oral and written proficiencies by examining and using different registers of contemporary spoken French as well as analyzing different written genres. Their oral work will be based on reading and discussing current articles from newspapers and periodicals; their written work will be modeled on selected literary and cultural narratives written by experienced French writers. Prerequisites: senior or graduate standing and FRE 3080, or consent of the instructor. [Dual-listed with FRE 5565.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## GERMAN (GER)

### **GER 1000. Beginning Conversational German (1-3).** On Demand.

Elementary conversational patterns for students without previous knowledge of German. The course is designed to allow students to acquire elementary speaking skills in the German language in preparation for more advanced study in the summer sessions on campus and abroad.

### **GER 1010. Beginning German I (4).F.**

Introduction to basic skills necessary for understanding, speaking, reading, and writing German with emphasis on the use of functional, communicative language. Open to students with no previous experience in German. One small-group conversation section per week required. (Global Learning Opportunity course)

### **GER 1020. Beginning German II (4).S.**

Continuation of skills development in understanding, speaking, reading, and writing German with emphasis on the use of functional, communicative language. Prerequisite: GER 1010 or consent of the advisor. One small-group conversation section per week required. (Global Learning Opportunity course)

### **GER 1030. Accelerated Beginning German (6).F.** On Demand.

Combines GER 1010 and GER 1020. Open to students with no previous experience in German or whose German placement score indicates deficiency. Meets daily for a total of 300 minutes per week. Laboratory work required.

### **GER 1040. Intermediate German I (3).F.**

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: adequate score on the placement test or GER 1020, or GER 1030, or the equivalent. Laboratory work required. (Global Learning Opportunity course)

### **GER 1050. Intermediate German II (3).S.**

*GEN ED: Liberal Studies Experience*

A continuation of GER 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: GER 1030 or GER 1040, or the equivalent. Laboratory work required. (Global Learning Opportunity course)

### **GER 1060. Accelerated Intermediate German (6).S.** On Demand.

*GEN ED: Liberal Studies Experience*

Combines GER 1040 and GER 1050. Prerequisite: GER 1020 or GER 1030, or the equivalent. Class meets daily for a total of 300 minutes per week. Laboratory work required. (\*NOTE: Only 3 s.h. of this 6 s.h. course may count for general education credit in a theme.) (Global Learning Opportunity course)

IN ORDER TO REGISTER FOR COURSES TAUGHT IN GERMAN ON THE 2000 LEVEL OR ABOVE, STUDENTS MUST COMPLETE GER 1050 OR GER 1060 OR MAKE AN ADEQUATE SCORE ON THE PLACEMENT TEST.

### **GER 2000. German Discussion Section (1).On Demand.**

German discussion section offered in conjunction with selected content courses. There will be weekly discussion and assignments in German relating to attached content courses. Course can be repeated up to three times for credit. Prerequisite: GER 1050 or equivalent.

### **GER 2005. Intensive Grammar Review (3).F.** On Demand.

Comprehensive review for thorough understanding of the elements of the German language necessary for students wishing to pursue further studies in German. Prerequisite: GER 1050 or GER 1060, or the equivalent, or an adequate score on the placement test. Laboratory work required.

### **GER 2010. Conversation and Composition I (3).F.**

Emphasis on acquisition of a practical vocabulary and active use of the language. Shorter readings on contemporary German life provide subject matter for in-class discussion and regular written compositions. Prerequisite: GER 1050 or GER 1060, or the equivalent, or an adequate score on the placement test. Laboratory work required. Required for minors. (Global Learning Opportunity course)

### **GER 2015. Conversation and Composition II (3).S.**

Continues the goals of GER 2010, but with added emphasis on stylistic improvement in speaking and writing. Prerequisite: GER 2010 or consent of the advisor. Required for minors. (Global Learning Opportunity course)

**GER 2025. Introduction to Literature (3).F;S. On Demand.**

Development of skills necessary for understanding of genre, concepts of literary structure, language, and criticism through examination of selected works. Prerequisite: GER 2010.

**GER 2035. German Through Film (3).On Demand.**

A study of modern German language and culture through film with special emphasis on cinematic representation of historical, political, and social contexts. Prerequisite: GER 2005 or GER 2010 or consent of the instructor. (Global Learning Opportunity course)

**GER 2050. Great German Cities I: Settlement Through the Middle Ages (3).SS.**

Taught in Germany as part of the department's short term study abroad program in Trier. This course offers an introduction to early German culture and civilization through the living laboratory of the city of Trier, which was a capital of the Roman empire and a thriving medieval cathedral town. Prerequisite: GER 1050 or consent of the instructor.

**GER 2055. Great German Cities II: The Modern City in Cultural Context (3).SS.**

Taught in Germany as part of the department's short term study abroad program in Trier. This course offers an introduction to the social, political and cultural realities of contemporary Germany through the lens of development in the city of Trier, an ancient city constantly coming to terms with (and sometimes into conflict with) the demands of living in the twenty-first century. Prerequisite: GER 1050 or consent of the instructor.

**GER 2500. Independent Study (1-3).F;S. On Demand.**

**GER 2530-2549. Selected Topics (1-4).F;S.On Demand.**

**GER 3015. Selections of German Literature I (3).F.**

A study of the works of representative German authors from the 8th to the 18th century. Prerequisite: GER 2010 and GER 2015 or consent of the advisor.

**GER 3021. Märchen (3).On Demand.**

Study of 19th century German Märchen in cultural, historical and literary context. These Märchen include the well-known fairy tales of Jakob and Wilhem Grimm (Kinder- und Hausmärchen) as well as the literary fairy tales of Romantic authors such as Ludwig Tieck and E.T.A. Hoffmann. Prerequisites: GER 2010 and GER 2015 or consent of the instructor. (Global Learning Opportunity course)

**GER 3025. Selections of German Literature II (3).S.**

A study of the works of representative German authors of the 19th and 20th centuries. Prerequisite: GER 2010 and GER 2015 or consent of the advisor.

**GER 3030. German Phonetics and Diction (3).S. On Demand.**

A thorough study of the sound system in German. Oral practice and laboratory. The goal is to achieve a near native pronunciation. Prerequisites: GER 2010 and GER 2015 or consent of the advisor.

**GER 3050. German Culture and Civilization Before 1900 (3).F.On Demand.**

Study of German institutions, philosophy, literature, and art prior to 1900. Prerequisites: GER 2010 and GER 2015 or consent of the instructor. (Global Learning Opportunity course)

**GER 3055. Culture and Civilization of Modern Germany (3).S.**

A study of the major cultural and literary changes in Germany after World War II, including changes in the social, economic, and educational systems. Prerequisites: GER 2010 and GER 2015 or consent of the advisor. (Global Learning Opportunity course)

**GER 3075. Advanced Conversation (3).S.**

Review of the more difficult structures of the language. Introduction of additional vocabulary and idiomatic expressions which will allow the student to express complex ideas on contemporary and professional issues with fluency and an acceptable pronunciation. Prerequisites: GER 2010 and GER 2015 or consent of the advisor.

**GER 3080. Advanced Grammar and Composition (3).F.**

Development of skills necessary to express fluently, and in depth, ideas on contemporary, cultural, literary, and professional issues. Prerequisites: junior or senior standing, GER 2010 and GER 2015 or consent of the advisor.

**GER 3090. Business German (3).F.**

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This course provides an insight into the current German business world. Acquisition of the specialized language of social security, international finance, marketing, import and export trade, and trade unions. Prerequisites: GER 2010 and GER 2015, or consent of the advisor.

**GER 3500. Independent Study (1–3).**F;S. On Demand.

**GER 3520. Instructional Assistance (1).**F;S. On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**GER 3530–3549. Selected Topics (1–4).**F;S. On Demand.

**GER 3550. German Customs and Folklore (3).**SS.

Taught in Germany for study abroad students only. Study of the German “way of life,” the traditions, festivities, and the spirit of the people. Free informational materials made available by the German government serve as study guides. Prerequisites: GER 2010 and GER 2015 or consent of the advisor.

### JAPANESE (JPN)

**JPN 1010. Beginning Japanese I (4).**F.

Introduction to basic skills necessary for understanding, speaking, reading, and writing Japanese, with emphasis on the use of functional, communicative language. Open to students with no previous experience in Japanese. One small-group conversation section per week required. (Global Learning Opportunity course)

**JPN 1020. Beginning Japanese II (4).**S.

Continuation of skills necessary for understanding, speaking, reading, and writing Japanese with emphasis on the use of functional, communicative language. Prerequisite: JPN 1010 or consent of the instructor. One small-group conversation section per week required. (Global Learning Opportunity course)

**JPN 1040. Intermediate Japanese I (3).**F.

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: JPN 1020 or consent of the instructor. Laboratory work required. (Global Learning Opportunity course)

**JPN 1050. Intermediate Japanese II (3).**S.

*GEN ED: Liberal Studies Experience*

A continuation of JPN 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: JPN 1040 or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**JPN 2000. Japanese Discussion Section (1).**On Demand.

Japanese discussion section offered in conjunction with selected content courses. There will be weekly discussion and readings in Japanese relating to attached content courses. Course can be repeated up to three times for credit. Prerequisite: JPN 1050 or equivalent.

**JPN 2001. Advanced Japanese I (3).**F.

Focuses on acquiring additional proficiency in speaking, listening, reading and writing. Prerequisite: JPN 1050 or consent of the instructor.

**JPN 2003. Advanced Japanese II (3).**S.

Focuses on acquiring more advanced proficiency in speaking, listening, reading and writing. Laboratory work required. Prerequisite: JPN 2001 or consent of the instructor.

**JPN 2500. Independent Study (1–3).** On Demand.

**JPN 2530-2549. Selected Topics (1-4).**F;S.On Demand.

**JPN 3010. Japanese Popular Culture (3).**On Demand.

A survey course taught in English that explores the evolution of Japanese pop culture, including comics (manga), anime, music, fashion and style, and its impact on society.

**JPN 3500. Independent Study** (1–3). On Demand.

**JPN 3520. Instructional Assistance** (1). On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**JPN 3530–3549. Selected Topics** (1–4). On Demand.

## LATIN (LAT)

**LAT 1010. Beginning Latin I** (3).F.

Introduction to Latin and its influence on the Romance languages and English. Emphasis is placed on reading, writing, and translating. Laboratory work required.

**LAT 1020. Beginning Latin II** (3).S.

Mastery of elementary grammar and syntax through readings, written assignments, and laboratory work. Prerequisite: LAT 1010 or consent of the advisor. Laboratory work required.

**LAT 1040. Intermediate Latin I** (3).F.

A study of Latin culture and language as revealed through the work of Cicero and other Latin writers of the classical period. Readings are supplemented with a review of grammar and syntax. Emphasis on Latin literary styles and their influences on the Romance languages. Prerequisite: LAT 1020 or adequate score on the Latin placement test or consent of the advisor.

**LAT 1050. Intermediate Latin II** (3).S.

*GEN ED: Liberal Studies Experience*

A study of classical Latin culture and language as revealed through poetry and prose. Emphasis on major figures such as Catullus, Horace, Vergil, Livy and Petronius. Prerequisite: LAT 1040 or consent of the advisor. (Global Learning Opportunity course)

**LAT 2500. Independent Study** (1–3). On Demand.

**LAT 2530-2549. Selected Topics (1-4).F;S.On Demand.**

**LAT 3010. The Aeneid** (3). On Demand.

Prerequisite: LAT 1050 or four years of high school Latin or permission of the instructor. Key passages are selected for translation and discussion.

**LAT 3020. The Roman Historians** (3). On Demand.

Prerequisite: LAT 1050 or four years of high school Latin or permission of instructor. Translation of selected passages and discussion of literary values of Livy, Sallust and Tacitus.

**LAT 3500. Independent Study** (1–3). On Demand.

**LAT 3520. Instructional Assistance** (1). On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**LAT 3530–3549. Selected Topics** (1–4). On Demand.

**LAT 4010. Roman Satire** (3). On Demand.

Selections from Horace and from Juvenal will be read. Discussions will include each poet's specific characteristics and his influence on western culture.

**LAT 4020. Roman Comedy** (3). On Demand.

Selections from the comedies of Plautus and Terrence will be read. Discussions will include the practice of contamination and the playwright's influence on western culture.

## LANGUAGES, LITERATURES, AND CULTURES (LLC)

Courses offered in English

**LLC 0100. TOEFL Preparation for International Students** (3). On Demand.

Introduction to the TOEFL: Test of English as a Foreign Language as well as an in-depth concentration in each of the three areas of the test: listening comprehension, structure, and reading comprehension. Students will have the opportunity to learn important test-taking strategies to improve their TOEFL scores. Course counts as three hours credit toward course load and full-time student eligibility, but does not count toward hours required for graduation (see "Institutional Credit").

**LLC 1000. English for International Students** (3).F.

*GEN ED: First Year Writing*

Listening, speaking, reading and writing English for advanced students whose first language is not English. Emphasis on communication in a variety of academic and social settings. This course is self-paced to enable the student to concentrate on individual needs and problem areas. In addition to class meetings, students will be assigned a tutor to assist them with assignments.

**LLC 1210. Language and Culture: Selves and Others** (1).F.

This one-credit hour course is required for mentors in the Language and Culture Community. Class requirements will include readings and activities focusing on intercultural communication, as well as participation in intercultural skill building activities. Students (mentors) will work to implement among the first-year students of the Language and Culture Community what they practice and discuss in class with their mentees. LLC 1210 may be repeated for a total credit of three semester hours with different content. Graded on an S/U basis.

**LLC 1530–1549. Selected Topics** (1–4). On Demand.

Can be used for elective credit only.

**LLC 2010. Mythology** (3). On Demand.

Examination of the chief Graeco-Roman myths, their influence on artists and writers of western culture, and their place as examples of human mythopoeic tendencies. Open to all students. No prior knowledge of Latin required for enrollment.

**LLC 2015. Arab Culture Through Film** (3). On Demand.

This course will examine salient social and cultural characteristics of contemporary Arab society as reflected and projected through Arabic cinema and film. Relevant films and documentaries are screened and discussed, each with its own cultural theme and motif. The topics will largely focus on four main themes or parameters: the formation of cultural identity; struggle for independence; popular culture and realism; role and status of women.

**LLC 2025. Literature in Translation** (3).F;S.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "How We Tell Stories")*

A study of various literatures in translation, from the medieval through the modern period, focusing on the language and culture areas featured in departmental offerings. Course content will vary and may concentrate on poetry, fiction, drama, or a combination. (Global Learning Opportunity course)

**LLC 2040. Border Crossings: U.S. Hispanic Literature and Culture** (3).F;S.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Las Americas")*

This course explores the ethnic and cultural diversity of U.S. Hispanic literature and culture, as well as its historical, political, and ideological ties to Latin America. It is designed to highlight local to global connections and to provide a vantage point from which students can reflect on their own experiences and cultural identities. Course is offered in English. (Global Learning Opportunity course)

**LLC 2045. The Spanish-Speaking World** (3).F;S.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "How We Know What We Know About the Past: Method, Evidence, Knowledge")*

This course provides a broad overview through representative readings and films of both the continuity and the cultural diversity of the Spanish-speaking world, past and present. Topics to be covered will include language, demographics, identity formation, social structure, political institutions, literature, and the arts. Taught in English. (Global Learning Opportunity course)

**LLC 2050. Say What? Language in Mind and Society** (3).F;S.

*GEN ED: Integrative Learning Experience (Theme: "Expressions of Culture")*

An exploration of the issues surrounding human language and its relationship with thought, cognition and culture. Students will have the opportunity to learn how the sounds, structures and meanings of human languages are produced and interpreted, and will explore variation among world languages as well as the relationship among language, society and culture. Different theoretical approaches to these issues will be explained. The course will also examine the interaction between language and mind and the neurological basis of human language, and will look at the application of linguistic principles in language learning and artificial intelligence. (Global Learning Opportunity course)

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**LLC 2510. Sophomore Honors Seminar in Literature in Translation (3).F;S.**

A study of various literatures in translation, from the medieval through the modern period, focusing on the language and culture areas featured in departmental offerings. Course content will vary and may concentrate on poetry, fiction, drama, or a combination of genres.

**LLC 2530-2549. Selected Topics (1-4).F;S.On Demand.**

**LLC 3010. Second Language Acquisition (3).S.** Alternate years.

A survey of the leading theories of language acquisition (experiential, cognitive, linguistic-theoretical) and their application to ESL pedagogy. The fundamental questions addressed in the course will be: how learners acquire a second language; similarities between first and second language acquisition; and, ramifications of second language acquisition for classroom instruction. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610.

**LLC 3020. Language, Society and the Teaching of ESL (3).S.** Alternate years.

This course examines the interaction of language in society and investigates the practices, tendencies and the associated difficulties of persons identified with one culture seeking to communicate with persons of another culture. The course emphasizes the effects of cross-cultural communication on second language teaching. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610. (Global Learning Opportunity course)

**LLC 3060. East Asian Film (3).On Demand.**

This course provides a historical, critical, and theoretical survey of East Asian film. It examines influential films produced in China, Japan, and Korea over the last century and the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of East Asian cinema. All films screened for the course have English subtitles. No knowledge of East Asian languages is required.

**LLC 3120. Teaching Languages: Theory and Practice (6).F;S.**

A study of theories, methods, and best practices for teaching second languages, including instructional strategies, materials and assessment in the K-12 curriculum. This course is designed to allow students to meet the Standards for Second Language Teachers as defined by the NC State Board of Education. Experiences will include development of lesson and unit plans, classroom observations and micro-teaching. (Same as CI 3120.) Required for B.S. degree with K-12 teacher licensure.

**LLC 3240. Cultures of East Asia (3).On Demand.**

An introduction to the history and cultures of East Asia (China, Japan, and Korea), their social and political structures and their religious and philosophical traditions from ancient times to the present.

**LLC 3430. Arthurian Legends (3).On Demand.**

*GEN ED: Liberal Studies Experience*

This course explores the ever-popular legends of King Arthur from the middle ages to the present across time, across national boundaries, and across genres (epic, novel, film, art, music, television series). Readings will focus on Arthurian legends from the French, German, and English traditions.

**LLC 3500. Independent Study (1-3).F;S.**

**LLC 3520. Instructional Assistance (1).** On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**LLC 3530-3549. Selected Topics (1-4).** On Demand.

**LLC 3550. Survey of Chinese and Japanese Literatures (3).** On Demand.

To examine works of representative masters in various genres from the beginning to early twentieth century, by studying the translation of the works. Class is conducted in English. (Global Learning Opportunity course)

**LLC 4010. Afro-Hispanic Literature (3).** On Demand.

A survey of Afro-Hispanic contributions to Spanish and Spanish American Literature in works written by Afro-Hispanic authors. An examination of literary themes on the life and culture of Blacks in Spanish-speaking America in the texts of representative Latin American authors underscoring outstanding historical facts and sociological concepts.

**LLC 4020. European Languages and Culture Through Films (3).** On Demand.

Comprehensive analysis of European cultures through films, with special emphasis on the historical, political, social, and philosophical representations of life in selected countries in recent decades.

**LLC 4530-4549. Selected Topics (1-4).F;S.On Demand.**

**LLC 4550. Structure of Modern English for TESL (3).F. On Demand.**

This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610. [Dual-listed with LLC 5550.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**LLC 4551. Materials and Methods in TESL (3).S. On Demand.**

A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisite: two years of a language other than English and LLC 2050 or ENG 3610. [Dual-listed with LLC 5551.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**LLC 4555. Practicum in TESL (3).S. On Demand.**

This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of a language other than English and LLC 2050 or ENG 3610, LLC 3010, LLC 3020, and LLC 4550. May be taken concurrently with LLC 4551. [Dual-listed with LLC 5555.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## PORTUGUESE (POR)

**POR 1010. Beginning Portuguese I (3).F.**

Introduction to basic skills necessary for understanding, speaking, reading and writing Portuguese, with emphasis on the use of functional, communicative language. Open to students with no previous experience in Portuguese. Laboratory work required. (Global Learning Opportunity course)

**POR 1020. Beginning Portuguese II (3).S.**

Continuation of skills development in understanding, speaking, reading, and writing Portuguese with emphasis on the use of functional, communicative language. Prerequisite: POR 1010 or consent of the instructor. Laboratory work required. (Global Learning Opportunity course)

**POR 1040. Intermediate Portuguese I (3).F.**

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: POR 1020 or consent of the instructor. Laboratory work required. (Global Learning Opportunity course)

**POR 1050. Intermediate Portuguese II (3).S.**

*GEN ED: Liberal Studies Experience*

A continuation of POR 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: POR 1040 or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**POR 2530-2549. Selected Topics (1-4).F;S.On Demand.**

## RUSSIAN (RSN)

**RSN 1010. Beginning Russian I (4).F.**

Introduction to basic skills necessary for understanding, speaking, reading, and writing Russian with emphasis on the use of functional, communicative language. Open to students with no previous experience in Russian. One small-group conversation section per week required. (Global Learning Opportunity course)

**RSN 1020. Beginning Russian II (4).S.**

Continuation of skills necessary for understanding, speaking, reading, and writing Japanese with emphasis on the use of functional, communicative language. Prerequisite: RSN 1010 or consent of the instructor. One small-group conversation section per week

required. (Global Learning Opportunity course)

**RSN 1040. Intermediate Russian I (3).F.**

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: RSN 1020 or consent of the instructor. Laboratory work required. (Global Learning Opportunity course)

**RSN 1050. Intermediate Russian II (3).S.**

*GEN ED: Liberal Studies Experience*

A continuation of RSN 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: RSN 1040 or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**RSN 2010. Conversational Russian I (3).F.**

Continues the goals of RSN 1050. Added emphasis on grammar, vocabulary, and stylistic improvements in speaking and writing through film, i.e., listening to Russian conversation as it is spoken today and practicing conversation patterns of modern Russian. Prerequisite RSN 1050 or consent of the instructor.

**RSN 2015. Conversational Russian II (3).S.**

A continuation of RSN 2010, with added emphasis on grammar, vocabulary and stylistic improvements in speaking and writing through discussion of modern Russian short fiction and other contemporary texts (e.g. newspapers, articles, and magazines). Prerequisite: RSN 2010 or consent of the instructor.

**RSN 2500. Independent Study (1-3).On Demand.**

**RSN 2530-2549. Selected Topics (1-4).F;S.On Demand.**

**RSN 3500. Independent Study (1-3).On Demand.**

**RSN 3520. Instructional Assistance (1).On Demand.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**RSN 3530-3549. Selected Topics (1-4).On Demand.**

**SPANISH (SNH)**

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**SNH 1010. Beginning Spanish I (3).F.**

Introduction to basic skills necessary for understanding, speaking, reading, and writing Spanish, with emphasis on the use of functional, communicative language. Open to students with no previous experience in Spanish or who Spanish placement test score indicates deficiency. Laboratory work required. (Global Learning Opportunity course)

**SNH 1020. Beginning Spanish II (3).S.**

Continuation of skills development in understanding, speaking, reading, and writing Spanish with emphasis on the use of functional, communicative language. Prerequisite: SNH 1010 or consent of the advisor. Laboratory work required. (Global Learning Opportunity course)

**SNH 1030. Accelerated Beginning Spanish (6).F.On Demand.**

Combines SNH 1010 and SNH 1020. Open to students with no previous experience in Spanish or whose Spanish placement score indicates deficiency. Meets daily for a total of 300 minutes per week. Laboratory work required.

**SNH 1040. Intermediate Spanish I (3).F.**

Focus on various aspects of culture, society, literature, traditions, and daily preoccupations through continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: adequate score on the placement test or SNH 1020, or SNH 1030, or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**SNH 1050. Intermediate Spanish II (3).S.**

*GEN ED: Liberal Studies Experience*

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A continuation of SNH 1040. Focus on various aspects of culture, society, literature, traditions, and daily preoccupations with continued development of communicative language skills. Reinforcement, expansion, and synthesis of concepts of language and culture through contact with authentic materials. Prerequisite: SNH 1030 or SNH 1040, or the equivalent. Laboratory work required. (Global Learning Opportunity course)

**SNH 1060. Accelerated Intermediate Spanish (6).S.**

*GEN ED: Liberal Studies Experience*

Combines SNH 1040 and SNH 1050. Prerequisite: SNH 1020 or SNH 1030, or the equivalent. Class meets daily for a total of 300 minutes per week. Laboratory work required. (\*NOTE: Only 3 s.h. of this 6 s.h. course may count for general education credit in a theme.) (Global Learning Opportunity course)

IN ORDER TO REGISTER FOR COURSES TAUGHT IN SPANISH ON THE 2000 LEVEL OR ABOVE, STUDENTS MUST COMPLETE SNH 1050 OR SNH 1060 OR MAKE AN ADEQUATE SCORE ON THE PLACEMENT TEST.

**SNH 2005. Intensive Grammar Review (3).F.**

Comprehensive review for thorough understanding of the elements of the Spanish language necessary for students wishing to pursue further studies in Spanish. Prerequisite: SNH 1050 or SNH 1060, or the equivalent, or an adequate score on the placement test. Laboratory work required. Required for minors and majors.

**SNH 2021. Spanish for Healthcare and Social Services (3).F.**

Development of Spanish language skills and cultural knowledge necessary for those who wish to work with Spanish-speaking populations in healthcare or social services. Prerequisites: SNH 1050 or permission of the instructor.

**SNH 2010. Conversational Spanish (3).F;S.**

Emphasis on the acquisition of a practical vocabulary and active use of the language. Prerequisite: SNH 1050 or SNH 1060 or the equivalent, or an adequate score on the placement test. Laboratory work required. Required for minors and majors.

**SNH 2025. Introduction to Literature (3).S.**

Development of skills necessary for understanding of genre, concepts of literary structure, language, and criticism through examination of selected works. Prerequisite: SNH 2005. Required for majors.

**SNH 2500. Independent Study (1-3).F;S. On Demand.**

**SNH 2530-2549. Selected Topics (1-4).F;S.On Demand.**

**SNH 3015. Selections of Spanish Literature I (3).F.**

A study of the works of representative Spanish authors from the Middle Ages to the present. Prerequisite: SNH 2025.

**SNH 3025. Selections of Spanish American Literature (3).S.**

A study of the works of representative Spanish American authors from the Precolumbian period to the present. Prerequisite: SNH 2025.

**SNH 3035. Spanish Phonetics and Diction (3).S.**

A study of the sound system in Spanish, the phonetic alphabet and its use. Oral practice. Prerequisite: SNH 2010 or consent of the advisor. Laboratory work required. Required for majors.

**SNH 3050. Culture and Civilization of Spain (3).F.**

A description of historical events, currents of thought, and artistic trends which have significantly contributed to the shaping of a Spanish vision and practice of life. Prerequisites: SNH 2005 and SNH 2010, or consent of the advisor.

**SNH 3055. Culture and Civilization of Spanish America (3).S.**

A description of historical events, currents of thought, artistic trends, aboriginal and European inheritance, and other factors which significantly contributed to the shaping of a Spanish-American vision and practice of life. Prerequisites: SNH 2005 and SNH 2010, or consent of the advisor.

**SNH 3080. Advanced Grammar and Composition (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

Intensive study of the various types of expository writing with emphasis on the morphology and idiomatic expressions of Spanish. Prerequisites: SNH 2005 and SNH 2010, or consent of the advisor; and RC 2001 or its equivalent. Required for majors.

**SNH 3250. The Arts in Spain (3).SS.On Demand.**

Taught in Spain and on study abroad. This course offers an overview of art produced in Spain throughout its history in the context

of that history. Prerequisites: SNH 2005 and SNH 2010 or consent of the instructor.

**SNH 3251. Spain Today** (3).SS.On Demand.

This course offers an introduction to the social, political and cultural realities of contemporary Spain. Prerequisites: SNH 2005 and SNH 2010 or consent of the instructor.

**SNH 3350. Film in Contemporary Spain** (3).On Demand.

This elective course explores the cultural development of Spain in the last five decades through the work of contemporary Spanish filmmakers. The course will introduce students not only to internationally known Spanish films but also to films less well known to U.S. audiences. Prerequisites: SNH 2005 and SNH 2010 or consent of the instructor.

**SNH 3415. Contemporary Spanish Poetry** (3).On Demand.

The course presents a survey of the most influential poets writing in Spanish (Spain and Latin America) in the twentieth century, among them poets such as: Vicente Huidobro, César Vallejo, Juan Larrea, Jorge Luis Borges, Federico García Lorca, and Pablo Neruda. Selected texts are accompanied by a set of theoretical readings and critical essays. Prerequisite: SNH 2025 or consent of the instructor.

**SNH 3425. U.S. Hispanic Literature** (3).On Demand.

This course examines the literature produced by Spanish-speaking authors in what is now the United States from the 16th century to the present. Students will explore the history and diversity of U.S. Hispanic literature in depth and breadth including, but not limited to, the recent phenomenon known as the Chicano movement. A focus on contemporary Latino/a authors will enable students to develop a critical understanding of the cultural politics of border crossings. Prerequisite: SNH 2025 or consent of the instructor.

**SNH 3500. Independent Study** (1–3).F;S. On Demand.

**SNH 3510. Junior/Senior Honors Seminar in Spanish** (3). On Demand.

A study of major works, authors, genres, or literary movements in literature of the Spanish-speaking world (Iberian, Latin American, South American, or US Hispanic). Enrollment is by invitation of the department, or by application.

**SNH 3520. Instructional Assistance** (1). On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**SNH 3530–3549. Selected Topics** (1–4).F;S. On Demand.

**SNH 4001. Hispanic Children’s and Adolescent Literature** (3).F.

Critical readings of literary works in different genres written for children and adolescents. Study of the evolution and theory of children’s and adolescent literature in Latin America and Spain. Special focus on the cultural background, cross-cultural ties, and pedagogy of children’s and adolescent literature. Prerequisites: senior standing and SNH 3080, or consent of the instructor. [Dual-listed with SNH 5001.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SNH 4002. Latin American Thought** (3).On Demand.

This course is a study of the evolution of ideas in Latin America through the literature produced from the second part of the nineteenth century until the present. By reading and critically studying different literary genres (namely poetry, fiction, and essays), the student will gain a comprehensive understanding of how Latin-American poets, novelists, and essayists have shaped, transformed, mapped, and contributed to the evolution of what we call Latin American thought. Likewise, students will learn that Latin America is necessarily integrative and that it is and it has been interconnected with the world throughout history. The skills that the students will have the opportunity to learn in this course can be applied to a number of disciplines beyond literature, namely politics, negotiation, business, and conflict resolution. Prerequisites: SNH 2025 and junior or senior standing.

**SNH 4003. Hispanic Short Fiction** (3).S.

A study of the short story in Hispanic literature, which will examine the genre from a cultural and literary perspective. Readings and commentary of selected short stories, especially by women and ethnic authors, will trace the history of the genre and explore its main themes. Primary sources will be complemented by literary historical and critical readings. Prerequisites: senior standing and SNH 3080, or consent of the instructor. [Dual-listed with SNH 5003.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SNH 4005. The 20th Century Hispanic Novel** (3).On Demand.

A study of the most representative texts of the 20th century Hispanic novel in relation to the respective literary and cultural movements of the time in which the novels were written. The study of primary texts will be complemented by theoretical and critical readings. [Dual-listed with SNH 5005.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

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**SNH 4045. Theory and Practice of Translation (3).**On Demand.

Introduction to theories of translation, practical techniques for both Spanish-English and English-Spanish translations, and the field of professional translation. Prerequisite: SNH 3080.

**SNH 4063. Hispanic Life-Ways (3).**F.

An overview of present-day Spain and Spanish America through a thematic approach to such topics as geography, demography, national festivals, lifestyles and cultural patterns. Examination of the contributions of Spain and Spanish America and their influence on the United States. Prerequisites: junior or senior standing and SNH 2010.

**SNH 4075. Advanced Conversation (3).**S.

Development of skills necessary to express ideas fluently on contemporary, cultural, literary, and professional issues. Prerequisites: junior or senior standing and SNH 2010 or consent of the advisor.

**SNH 4090. Business Spanish (3).** On Demand.

Focus on various types of business correspondence, with emphasis on current, specialized vocabulary pertinent to trade and business. Prerequisites: junior or senior standing and SNH 2010 or consent of the advisor.

**SNH 4510. Senior Honors Thesis (3).**F;S.

Independent study and research. Honors thesis directed by a member of the Spanish faculty in the Department of Languages, Literatures, and Cultures and graded by a departmental committee. Oral presentation. Prerequisites: completion of LLC 2510 and SNH 3510 with at least a "B" average.

**SNH 4530-4549. Selected Topics (1-4).**F;S.On Demand.

**SNH 4555. History of the Spanish Language (3).**S.

Study of the evolution of the Spanish language, with particular emphasis on the history of standardized Spanish and the development of regional variations of spoken Spanish. The approach takes into account the social, cultural, and political factors that have contributed to linguistic change and have shaped the complex fabric of historical and contemporary varieties of Spanish. Prerequisites: senior standing and SNH 3035, or consent of the instructor. [Dual-listed with SNH 5555.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SNH 4565. Advanced Spanish Expression (3).**F. On Demand.

*GEN ED: Capstone Experience*

An advanced language course where students will have the opportunity to perfect their mastery of the spoken and written language. Students will explore different writing genres and model their work on the literary and cultural narratives written by experienced Spanish writers, and will be provided with the necessary tools to develop their oral language skills. Prerequisites: senior or graduate standing and SNH 3080, or consent of the instructor. [Dual-listed with SNH 5565.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.



## Department of Mathematical Sciences (MAT/STT)

*Mark C. Ginn, Chair*

*Richard E. Klima, Assistant Chair*

*Todd A. Abel*

*Terry G. Anderson*

*Alan T. Arnholt*

*William C. Bauldry*

*Michael J. Bossé*

*William J. Cook*

*Deborah A. Crocker*

*Ross M. Gosky*

*Sarah J. Greenwald*

*Holly P. Hirst*

*Jeffry L. Hirst*

*Phillip E. Johnson*

*Gary D. Kader*

*Anita N. Kitchens*

*Vicky W. Klima*

*Witold A.J. Kosmala*

*Betty B. Long*

*Eric S. Marland*

*Katherine J. Mawhinney*

*Katrina M. Palmer*

*Gregory S. Rhoads*

*René A. Salinas*

*Tracie McLemore Salinas*

*Jose A.T. Sanqui*

*Mary E. Searcy*

*Kevin L. Shirley*

*Erica R. Slate*

*Jill E. Thomley*

The Department of Mathematical Sciences assists students in mastering quantitative skills relevant to careers in business, industry, government, and teaching at the elementary, secondary, and college levels. The Bachelor of Arts and Bachelor of Science degrees in the mathematical sciences offer a flexible curriculum adaptable to the professional objectives of the individual. By combining a strong background in the mathematical sciences with appropriately chosen study in related fields, the degree programs prepare students for their desired careers. The Department offers a Bachelor of Science degree in Actuarial Sciences; a Bachelor of Science degree in Statistics; a Bachelor of Science degree in Mathematics (with six concentration options); a Bachelor of Science degree in Mathematics, Secondary Education; and a Bachelor of Arts degree in Mathematics.

### **The Bachelor of Science degree in Actuarial Sciences (106A/52.1304)**

The program of study is available at: [www.programsofstudy.appstate.edu/actuarial-sciences-bs-106a-2016-2017](http://www.programsofstudy.appstate.edu/actuarial-sciences-bs-106a-2016-2017)

### **The Bachelor of Arts degree in Mathematics (261A/27.0101)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-ba-261a-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-ba-261a-2016-2017)

### **The Bachelor of Science degree in Mathematics (260\*/27.0101)**

For the Bachelor of Science in Mathematics, students must select one of the following concentrations:

#### **Business concentration (260D)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-business-260d-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-business-260d-2016-2017)

#### **Computation concentration (260E)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-computation-260e-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-computation-260e-2016-2017)

#### **General Mathematics concentration (260B)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-general-mathematics-260b-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-general-mathematics-260b-2016-2017)

#### **Life Sciences concentration (260F)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-life-sciences-260f-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-life-sciences-260f-2016-2017)

#### **Physical Sciences concentration (260G)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-physical-sciences-260g-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-physical-sciences-260g-2016-2017)

#### **Statistics concentration (260H)**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-statistics-260h-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-statistics-260h-2016-2017)

#### **Secondary Education concentration (260I)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-bs-secondary-education-260i-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-bs-secondary-education-260i-2016-2017)

Every mathematical sciences major is assigned an advisor. Degree candidates should seek approval of their program of study as early as possible, but no later than three semesters before their intended date of graduation. Students pursuing multiple majors are especially encouraged to seek early departmental advising. Visit the departmental website at [www.mathsci.appstate.edu](http://www.mathsci.appstate.edu) or contact the departmental chair at (828) 262-3050 for additional information.

## A minor in Mathematics (260/27.0101) (13 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/mathematics-minor-260-2016-2017](http://www.programsofstudy.appstate.edu/mathematics-minor-260-2016-2017)

## A minor in Statistics (289/27.0501) (12 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/statistics-minor-289-2016-2017](http://www.programsofstudy.appstate.edu/statistics-minor-289-2016-2017)

## Honors Program in Mathematical Sciences

The Mathematical Sciences Honors Program offers honors courses to students who have exhibited outstanding ability and interest in mathematics. Students who successfully complete MAT 3510 with at least a grade of "B" and have earned at least a 3.45 GPA in mathematics courses are eligible for MAT 4510, Honors Thesis. Students who earn at least a "B" in MAT 4510 and complete a total of at least nine semester hours of honors courses in mathematics will graduate with "honors" in mathematics. Honors courses carry full credit toward the major or, for non-majors, full elective credit. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

## Master of Arts Degrees in Mathematics

The Department of Mathematical Sciences offers a Master of Arts degree in Mathematics, Education with a concentration in Secondary School Teaching, and a general Master of Arts degree in Mathematics with a concentration in College Teaching (non-teaching). For information about these degree programs, please consult the *Graduate Bulletin*.

## Courses of Instruction in Mathematics (MAT) and Statistics (STT)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### MATHEMATICS HONORS (MAT)

#### **MAT 1120. Calculus With Analytic Geometry II, Honors** (4).F.

An honors section of MAT 1120. Enrollment by invitation of the departmental honors committee. A study of the logarithmic and exponential functions, circular functions and their inverses, techniques of integration, improper integrals, infinite series, Taylor polynomial and power series. Prerequisite: MAT 1110 (with a grade of "C-" or higher). (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **MAT 2510. Sophomore Honors Seminar** (4).S.

Proof techniques and their application to selected mathematical topics. Enrollment by invitation of the departmental honors committee. (Students may not receive credit for both MAT 2510 and MAT 2110.) Prerequisite: MAT 1120.(ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **MAT 3510. Junior Honors Seminar** (3).F;S.

Development of selected concepts related to modern algebra, analysis, differential equations, and/or probability/statistics not generally found in the traditional curriculum. Enrollment by invitation of departmental honors committee. Prerequisites: calculus sequence, modern algebra, linear algebra. May be repeated for credit when content is not duplicated. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **MAT 4510. Senior Honors Thesis** (3).F;S.

*GEN ED: Capstone Experience*

Independent study and research. Thesis directed by a member of the Department of Mathematical Sciences. Prerequisites: completion of MAT 3510 and a 3.45 GPA in mathematics. Enrollment by invitation of the departmental honors committee.

### MATHEMATICS (MAT)

#### **MAT 0010. Developmental Mathematics** (3).F;S.

This course is intended for those persons who have had previous exposure to Algebra but who still have deficiencies and are not prepared for MAT 1010 or MAT 1020. It is mandatory for students whose scores on the mathematics placement test indicate a deficiency. The course content is elementary algebra. Self-development and study skills are emphasized. The course meets five days per week, and counts as three hours credit toward course load and full-time student eligibility, but does not count toward hours required for graduation (see "Institutional Credit").

**MAT 1005. A Brief Introduction to Mathematics (1).S.**

*GEN ED: Quantitative Literacy*

This course is an introduction to mathematical problem solving. Emphasis is on the development of conceptual understanding rather than on computational drill. Using appropriate computational tools, including computers, is fundamental to the course. All sections cover personal finance. MAT 1005 is not open to students with 4 hours of QL credit. Prerequisite: 3 hours of QL credit.

**MAT 1010. Introduction to Mathematics (4).F;S;SS.**

*GEN ED: Quantitative Literacy*

A course in mathematical problem solving for students who are not required to take calculus. Emphasis is on the development of students' quantitative literacy and number sense rather than computational drill. Computational tools such as spreadsheets will be used to solve a variety of real world problems. All sections cover basic consumer statistics and probability, with additional topics drawn from a variety of fields such as art, music, finance, physical or biological science, geometry, cryptology, measurement, and election theory. Not open to students who are enrolled in or have credit for MAT 1020, MAT 1030, or MAT 1110. Students may not receive credit for both MAT 1010 and MAT 1020. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 1020. College Algebra with Applications (4).F;S;SS.**

*GEN ED: Quantitative Literacy*

A study of algebraic concepts and applications for students who are not required to take calculus, but who require a working knowledge of algebra and functions. Tabular, graphical, and algebraic presentations are investigated, with emphasis on linear, power, exponential, and logarithmic models. Applications are chosen from a variety of topics, including in particular finance, units and measurement, right triangle trigonometry, and population modeling. Not open to students who are enrolled in or have credit for MAT 1010, MAT 1030, or MAT 1110. Students may not receive credit for both MAT 1010 and MAT 1020. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 1025. Precalculus (4).F;S.**

An overview of algebraic concepts and a thorough treatment of functions such as rational, logarithmic, exponential, and trigonometric. Included will be a rigorous treatment of analytic geometry. Recommended for students with less than four units of high school mathematics who plan to take MAT 1110. Students may not receive credit for MAT 1020 after receiving credit for MAT 1025. Not open to students who have credit for MAT 1110. Prerequisite: must pass placement test or MAT 0010. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 1030. Calculus With Business Applications (4).F;S.**

*GEN ED: Quantitative Literacy*

An introduction to the concepts of differentiation and integration with particular emphasis upon their applications to solving problems that arise in business and economics. This course is designed primarily for business and economics majors and is not open to mathematics majors or students with credit for MAT 1110. Prerequisite: MAT 1020 or MAT 1025 or equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 1035. Business Mathematics With Calculus (3).F;S;SS.**

*GEN ED: Quantitative Literacy*

This course is an overview of algebraic concepts and a thorough treatment of functions such as rational, logarithmic, and exponential, including an introduction to the concepts of differentiation with particular emphasis upon their applications to solving problems that arise in business, finance, and economics. This course is designed primarily for business and economic majors and is not open to mathematics majors or students with credit for MAT 1110 [Calculus With Analytic Geometry I]. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 1110. Calculus With Analytic Geometry I (4).F;S.**

*GEN ED: Quantitative Literacy*

A study of limits, continuity, differentiation, applications of the derivative, the differential, the definite integral, the fundamental theorem, and applications of the definite integral. Prerequisite: MAT 1025 (with a grade of "C-" or higher) or equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 1120. Calculus With Analytic Geometry II (4).F;S.**

A study of the logarithmic and exponential functions, circular functions and their inverses, techniques of integration, improper integrals, infinite series, Taylor polynomial and power series. Prerequisite: MAT 1110 (with a grade of "C-" or higher). (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 2030. Mathematics for the Elementary School Teacher (3).F;S.**

This course is an introduction to mathematical concepts, processes, and reasoning for the prospective elementary school teacher.

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Topics include patterns, relationships, functions, data, probability, and statistics. Not open to mathematics majors or minors. Prerequisite: MAT 1010 or higher or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 2110. Techniques of Proof** (3).F;S.

A study of methods of proof used in mathematics. Topics include propositional calculus, predicate calculus, and several first order theories. Prerequisite: MAT 1120 or permission of the instructor.

**MAT 2130. Calculus With Analytic Geometry III** (4).F;S.

A study of parametric equations, vectors, vector-valued functions, function of several variables, double and triple integrals, and vector analysis. Prerequisite: MAT 1120 (with a grade of "C-" or higher). (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 2240. Introduction to Linear Algebra** (3).F;S.

A study of vectors, matrices and linear transformations, principally in two and three dimensions, including treatments of systems of linear equations, determinants, and eigenvalues. Prerequisite: MAT 1120 or permission of the instructor.

**MAT 2310. Computational Mathematics** (3).F.

This course engages students in mathematical investigations in various computational environments. Students will investigate numerical computation in symbolic systems and spreadsheets as well as traditional programming environments. Topics covered include basic programming structures, computer arithmetic, and mathematical applications. Instructor will choose from applications such as statistical calculations, infinite series estimation, root finding, and integration. Prerequisite: MAT 1120.

**MAT 2500. Independent Study** (1-3).F;S.

**MAT 3010. Survey in the History of Mathematics** (2).F.

This course is a study of mathematics as a human intellectual endeavor impacting our culture, history, and philosophy. Includes analyses from the mathematical, historical, and philosophical perspectives of several significant developments from various fields of mathematics. The specific developments considered will vary from semester to semester. Prerequisite: MAT 2110 or MAT 2510 or permission of the instructor.

**MAT 3015. Junior Seminar for Mathematics Majors in Education** (2).S.

This course will address mathematics content and pedagogy issues of importance to secondary mathematics teachers. The North Carolina Mathematics Curriculum for high school will be introduced with emphases on functions and other selected topics. Class discussions, group activities, written assignments, and oral presentations will be integral parts of the course. A field experience and other professional development activities will be required outside of class. Prerequisites: MAT 2240 and MAT 3010.

**MAT 3030. Investigating Mathematics and Learning** (4).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course prepares prospective teachers to construct a comprehensive understanding of effective mathematics instruction in grades K-6 with selected instructional activities designed for implementation during field placement experiences. The course includes content, methods, and materials of elementary school mathematics instruction. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. The course emphasizes instructional design principles for teaching number and operation. Effective communication of mathematical ideas is a focal point of the course. Prerequisites: MAT 2030 and RC 2001 or its equivalent. (Same as CI 3030.)

**MAT 3110. Introduction to Modern Algebra** (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

Topics covered include equivalence relations, groups, subgroups, homomorphisms, isomorphisms, and a survey of other algebraic structures such as rings, integral domains, and fields. Prerequisites: MAT 2110 or MAT 2510, and RC 2001 or its equivalent. Corequisite: MAT 2240.

**MAT 3130. Introduction to Differential Equations** (3).F;S.

A theory of ordinary differential equations with applications and classical methods for their solutions including series and Laplace transform techniques. Some numerical methods and differential equations software might be introduced. Prerequisite: MAT 1120, with MAT 2240 recommended.

**MAT 3220. Introduction to Real Analysis I** (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

A treatment of the calculus of functions of real variables including sequences, limits of functions, continuity and differentiation. Pre-

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requisites: MAT 2110 or MAT 2510, and RC 2001 or its equivalent.

**MAT 3310. Discrete and Continuous Mathematical Models (3).F.**

An introduction to the process of mathematical modeling. Topics will include an overview of the modeling process as well as graph theory, discrete and continuous dynamics, linear programming, combinatorics, and curve fitting with a particular emphasis on their use in modeling real world situations. It will also contain a treatment of topics from calculus, including the derivative and definite integral with an emphasis on their use in solving real world problems. Prerequisite: MAT 1120. Corequisite: MAT 2240 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MAT 3330. Financial Mathematics (3).F.**

The objective of this course is to help students learn about the theory of interest as covered on the Casualty Actuarial Society (CAS)/Society of Actuaries (SOA) Course 2 examination. Topics include mathematical theory of compound interest, force of interest, annuities, equations of value, yield rates, amortization, sinking funds, bonds, depreciation, and other topics in finance. The concepts and models that will be discussed are a key part of modern actuarial science. Prerequisite: MAT 1120 or permission of the instructor.

**MAT 3340. Actuarial Models (3).F.**

This course covers contingency models including life contingent models. Topics covered include but are not limited to survival distributions, life insurances, life annuities, premium and reserve calculations, multiple life and multiple decrement models. Prerequisites: MAT 3330 and STT 3850.

**MAT 3350. Introduction to Mathematical Biology (3).S.**

An introduction to the mathematics of modeling biological systems. Topics will be discussed in the context of both continuous and discrete models and be taken from a broad range of biological fields such as population ecology, evolutionary biology, cell biology, genetics, and molecular biology. Numerical techniques for analysis and simulation will be introduced. Prerequisites: MAT 1120 and junior standing.

**MAT 3500. Independent Study (1-3).F;S.**

**MAT 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**MAT 3530-3549. Selected Topics (1-4). On Demand.**

**MAT 3610. Introduction to Geometry (3).F;S.**

A study of the development of Euclidean geometry through multiple perspectives, including synthetic and metric. Topics to be considered include the nature of axiomatic systems and proofs, parallelism, similarity, measurement, constructions, polyhedra, utilizing appropriate technology, and at least one non-Euclidean geometry. The course will focus on concept development and connections among mathematical perspectives. Prerequisite: MAT 2110 or MAT 2510.

**MAT 3910. Introduction to the Logic and Structure of Mathematics I (4).F**

A problem-based course investigating fundamental concepts in K-8 mathematics from an advanced standpoint. To be included are topics from algebra, geometry, number theory, and mathematical logic, with the goal of developing mathematical ways of thinking. Prerequisite: junior or senior standing or permission of the instructor.

**MAT 3920. Introduction to the Logic and Structure of Mathematics II (4).S.**

This course is an extension of 3910. It focuses on deepening understanding of algebra, including topics related to functions, trigonometry, and an intuitive approach to calculus. Prerequisite: MAT 3910 or permission of the instructor.

**MAT 4010. Current Topics in Mathematics (1-3).On Demand.**

Permission to register must be given by the departmental chair.

**MAT 4011. Current Topics in Mathematics Capstone (1).On Demand.**

*GEN ED: Capstone Experience*

MAT 4011 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4010 with the same section number.

## **MAT 4015. Advanced Seminar in Secondary Mathematics Education (3).F**

This course is an extension of the junior seminar for mathematics majors in education. The course will extend the examination of the North Carolina Mathematics Curriculum for high school begun in MAT 3015 with emphases on geometry and other selected topics. Class discussions, group activities, written assignments, and oral presentation will be integral parts of the course. A field experience and other professional development activities are required outside of class. Prerequisites: MAT 3015 and a 4000 level mathematics or statistics course in the program of study for secondary mathematics majors in education or permission of the instructor. [Dual-listed with MAT 5015.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## **MAT 4040. Mathematics Capstone (1).F;S.**

*GEN ED: Capstone Experience*

MAT 4040 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Prerequisites: either MAT 3110 or MAT 3220, and senior standing in mathematics or permission of the instructor.

## **MAT 4140. Differential Geometry (3). On Demand.**

An introductory course in the differential geometry of curves and surfaces in space, presenting both theoretical and computational components, intrinsic and extrinsic viewpoints, and numerous applications. The geometry of space-time will also be considered. Prerequisite: MAT 2130. Corequisite: MAT 2240.

## **MAT 4141. Differential Geometry Capstone (1).On Demand.**

*GEN ED: Capstone Experience*

MAT 4141 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4140.

## **MAT 4220. Introduction to Real Analysis II (3).On Demand.**

A continuation of MAT 3220, including the Riemann integral, infinite series, and sequences and series of functions. Prerequisite: MAT 3220.

## **MAT 4221. Introduction to Real Analysis II Capstone (1).On Demand.**

*GEN ED: Capstone Experience*

MAT 4221 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4220.

## **MAT 4310. Numerical Methods (3).S.**

Development and application of numerical methods. Topics covered include computer arithmetic and error, interpolation and approximation, roots of nonlinear equations, and numerical integration. Also covered: solution techniques for either linear systems of equations or ordinary differential equations. Prerequisite: MAT 2310 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

## **MAT 4311. Numerical Methods Capstone (1).S.**

*GEN ED: Capstone Experience*

MAT 4311 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4310.

## **MAT 4330. Senior Seminar in Actuarial Sciences (3).S.**

*GEN ED: Capstone Experience*

A course designed to provide majors in Actuarial Sciences the opportunity to study actuarial problems from a variety of sources. The emphasis will be on the oral and written presentation of results. The course should prepare the student for making the transition from academic courses to actuarial practice. Students taking this course should have completed most of the Actuarial Sciences curriculum. Students are also encouraged to register for at least one Society of Actuaries professional exam during this course. Prerequisite: MAT 3330 and STT 3250.



**MAT 4340. Introduction to Operations Research (3).** On Demand.

A thorough study of linear programming including duality theory and sensitivity analysis. At least two other topics related to mathematical applications in the management sciences queuing theory, Markov processes, game theory, decision analysis, network analysis, etc. will be covered. Prerequisites: MAT 2240 and STT 3850. [Dual-listed with MAT 5340.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**MAT 4341. Introduction to Operations Research Capstone (1).** On Demand.

*GEN ED: Capstone Experience*

MAT 4341 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4340.

**MAT 4400. Senior Research (1-3).** F;S.

A research project under the supervision of a mathematics faculty mentor. Written updates of progress will be completed every five weeks. A formal, typeset technical report of the results is to be submitted to the faculty upon completion of the project. Students cannot receive credit for both MAT 4510 and MAT 4400. Prerequisite: one 4000- level mathematics course.

**MAT 4420. Dynamical Systems Theory (3).** F.

Development and application of the theory of dynamical systems. Topics include phase plane analysis, bifurcation theory, and chaos theory. Basic applications relevant to each topic are included. Additional topics may include fractional dimensions, differential equations, and cellular automata. Prerequisite: MAT 3130 or MAT 3310.

**MAT 4421. Dynamical Systems Theory Capstone (1).** F.

*GEN ED: Capstone Experience*

MAT 4421 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4420.

**MAT 4590. Advanced Topics in Differential Equations (3).** S.

Development and application of advanced topics in differential equations. Topics may include foundational theories of differential equations, partial differential equations, perturbation theory, calculus of variations, distribution theory, transform theory, or other advanced topics. Prerequisite: MAT 3130. Barring duplication of content, MAT 4590 may be repeated for a total credit of six semester hours. [Dual-listed with MAT 5590.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**MAT 4591. Advanced Topics in Differential Equations Capstone (1).** S.

*GEN ED: Capstone Experience*

MAT 4591 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4590.

**MAT 4710. Introduction to Topology (3).** On Demand.

A study of the basic concepts of general topological spaces including such topics as metric spaces, continuous functions, connectedness, product spaces, and compactness. Prerequisite: MAT 3220. [Dual-listed with MAT 5710.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**MAT 4711. Introduction to Topology Capstone (1).** On Demand.

*GEN ED: Capstone Experience*

MAT 4711 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4710.

**MAT 4720. Abstract Algebra (3).** On Demand.

A study of intermediate group theory, including group actions and the Sylow theorems; and ring theory, including polynomial rings, factorizations in principal ideal domains, and modules. Prerequisite: MAT 3110 or permission of the instructor. [Dual-listed with MAT

5210.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**MAT 4721. Abstract Algebra Capstone (1).**On Demand.

*GEN ED: Capstone Experience*

MAT 4721 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4720.

**MAT 4910. Informal Geometry (3).**F.

This course is an informal treatment of the geometric concepts in the elementary and middle school mathematics curriculum. The topics considered include polygons, congruence, similarity, tilings, transformations, symmetry, angles, constructions, area, perimeter, circles, and polyhedra. Prerequisite: MAT 3910 or MAT 3920 or permission of the instructor. [Dual-listed with MAT 5965.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. Does not count in the program for mathematics majors or minors.

**MAT 4930. Basic Concepts of Probability and Statistics (3).** On Demand.

This course examines the concepts underlying the elementary and middle school curriculum in probability and statistics. Probability models will be studied using both mathematical approaches and simulations. Statistics will be presented as a problem solving process involving question formulation, data collection, data analysis and the interpretation of results. Prerequisite: MAT 3910 or MAT 3920 or permission of the instructor. [Dual-listed with MAT 5935.] Dual-listed courses require senior standing; juniors may enroll with permission of the department. Does not count in the program for mathematics majors or minors.

**MAT 4990. Numerical Linear Algebra (3).** On Demand.

Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310. [Dual-listed with MAT 5390.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**MAT 4991. Numerical Linear Algebra Capstone (1).**On Demand.

*GEN ED: Capstone Experience*

MAT 4991 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in mathematics and the relationships of mathematics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with MAT 4990.

## STATISTICS (STT)

**STT 1805. A Brief Introduction to Statistics (1).**S.

*GEN ED: Quantitative Literacy*

This course is an introduction to statistical thinking. Emphasis is on the development of conceptual understanding rather than on computational drill. Using appropriate computational tools, including computers, is fundamental to the course. The course will cover the statistical method, making and reading graphs, detecting bias, univariate statistics, categorical statistics, linear regression and some basic probability. STT 1805 is not open to students with 4 hours of QL credit. Prerequisite: 3 hours of QL credit.

**STT 1810. Basic Statistics (3).**F;S.

*GEN ED: Quantitative Literacy*

An introduction to statistical problem solving. Topics include organization and presentation of data; measures of location, variation, and association; the normal distribution, sampling distributions, and statistical inference. Emphasis will be on conceptual understanding and interpretation of results rather than theoretical development. Statistical software will be utilized in the analysis of data and in the development of statistical and probabilistic concepts. STT 1810 is not open to students with credit for STT 2810, STT 2820, STT 3850, or STT 4811. Prerequisite: MAT 1010 or higher. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 2810. Introduction to Statistics (3).**F;S.

*GEN ED: Quantitative Literacy*

An introduction to statistical problem solving and methodology. Topics include tabulation and graphical representations of univariate and bivariate data; probability, statistical distributions, confidence intervals and hypothesis testing. Emphasis will be on conceptual understanding and interpretation of results rather than theoretical development. Statistical software will be utilized in the analysis

of data and in the development of statistical and probabilistic concepts. STT 2810 is not open to students with credit for STT 1810, STT 2820, STT 3850, or STT 4811. Prerequisite: MAT 1010 or higher. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 2820. Reasoning with Statistics** (4).F;S.

*GEN ED: Quantitative Literacy*

An introduction to the design, analysis, and interpretation of statistical studies. Topics include representations for univariate and bivariate data distributions; designed methods for data collection and the role of randomness in statistical studies; probability and statistical distributions; statistical estimation, and statistical significance. Emphasis will be on the development of conceptual understanding and interpretation of results through simulation rather than a theoretical development. Statistical software will be utilized in the analysis of data in the development of statistical and probabilistic concepts. STT 2820 is not open to students with credit for STT 1810, STT 2810, STT 3850, or STT 4811. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 3250. Fundamentals of Probability** (4).S.

Topics include a study of sample spaces, counting rules, conditional probability and independence, random variables and their properties, moment generating functions, named distributions, both discrete and continuous, transformations, the Central Limit Theorem, covariance and correlation coefficients, order statistics, and multivariate probability distributions. Prerequisite: MAT 2130.

**STT 3500. Independent Study** (1–4).F;S.

**STT 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**STT 3530-3549. Selected Topics** (1–4). On Demand.

**STT 3820. Statistical Methods I** (3).F;S.

*GEN ED: Quantitative Literacy*

A continuation of STT 2810 or STT 2820. A study of parametric and non-parametric statistical methods and inferential procedures. Topics commonly covered include an introduction to methods of data collection such as simulation, surveys and experiments; single-parameter inference for means and proportions; techniques for comparing two distributions; error rates and power; inference for simple linear regression and multiple regression least squares models; introductions to one-way and two-way analysis of variance models; and contingency table analysis. Nonparametric alternatives are presented for many methods in the course when the assumptions for parametric methods are not met. Emphasis is on a non-theoretical development of statistical techniques and on the interpretation of statistical results. Statistical software will be utilized in analysis of data. Prerequisite: STT 2810 or STT 2820 or equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 3830. Statistical Methods II** (3).F.Odd-numbered years.

A continuation of STT 3820. Topics commonly covered include experimental design; intermediate topics in least-squares regression modeling, such as multiple regression, residual analysis, transformations, higher order model terms and interactions, categorical predictors, diagnostic statistics for assessment of model fit, and model selection; one-way and two-way analysis of variance, including blocking and factorial designs. Emphasis is on a non-theoretical development of statistical techniques and on the interpretation of statistical results. Statistical software will be utilized in the analysis of data. Prerequisite: STT 3820 or equivalent. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 3840. Elementary Probability and Survey Sampling** (3).On Demand.

The course begins with an introduction to discrete probabilities and related applications. In particular, the application of probability to sampling is studied in detail. The remainder of the course is devoted to the theory of sampling and sampling techniques. Applications are highlighted through examples and illustrated problems. Prerequisite: STT 2810 or STT 2820 or permission of the instructor.

**STT 3850. Statistical Data Analysis I** (4).F;S.

This course provides an overview of modern statistical data analysis. Programming with data, including simulations and bootstrapping, will be an integral part of the course. Techniques for parsing univariate and multivariate data sets will be examined. Coverage of probability, random variables, standard probability distributions and statistical sampling distributions will be sufficient to prepare the student for statistical inference. Inferential topics will include parameter estimation, hypothesis testing for proportions, means and medians, goodness of fit tests, and tests for independence. Standard and computationally intensive regression techniques will also be covered. Prerequisite: MAT 1110. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 3851. Statistical Data Analysis II (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

The goal of this course is to provide students with exposure to a variety of statistical procedures in order to develop their ability to understand statistically based research. As the course will focus on proper data analysis, sufficient practice with solving real problems using real data will be required. A variety of standard statistical methodologies will be covered including multiple regression, the analysis of variance, and the analysis of covariance. Additionally, several computationally intensive methods will be explored including, but not limited to, areas such as robust regression, bootstrapping, and permutation tests. Students will be required to complete several data analysis projects that utilize professional editing tools and demonstrate reproducible statistical research. Prerequisites: STT 3850 and RC 2001 or its equivalent.

**STT 4811. Statistical Concepts and Applications I (3).F.**

This course introduces students at the post-calculus level to statistical concepts, applications, and theory. Topics include: comparisons with categorical and numerical data, statistical significance, sampling and sampling distributions, and randomized experiments. Statistical concepts will be developed through simulations, and applications will focus on statistical problem-solving. The course will introduce prospective teachers to the content and pedagogy recommended by the National Council of Teachers of Mathematics' Standards and the American Statistical Association's Guidelines with regard to statistics and probability at the introductory level. Prerequisite: MAT 1120. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 4812. Statistical Concepts and Applications II with Probability Modeling (3).S.**

This course is a continuation of STT 4811. Topics include: exploring and modeling relationships, comparing several populations, combinatorial analysis, axiomatic probability, and conditional probability. Statistical concepts will be developed through simulations, and applications will focus on statistical problem-solving. The mathematical foundations of probability will be developed and explored through simulations. The course will prepare prospective teachers to implement the National Council of Teachers of Mathematics' Standards and the American Statistical Association's Guidelines with regard to statistics and probability at an intermediate level. Prerequisite: STT 4811. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 4820. Design and Analysis of Experiments (3).On Demand.**

The course begins with a review of sampling, sampling distributions, and simple comparative experiments. Single factor experiments with both fixed and random effects are considered. Designs illustrated include randomized blocks, latin squares and factorial experiments. Mixed models and rules for expected mean square are presented. Model adequacy, sample size considerations, power determinations and restrictions on randomization procedures are discussed. The use of statistical software packages is integrated throughout the course. Prerequisite: STT 3820, or permission of the instructor. [Dual-listed with STT 5820.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**STT 4821. Design and Analysis of Experiments Capstone (1).On Demand.**

*GEN ED: Capstone Experience*

STT 4821 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in statistics and the relationships of statistics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with STT 4820.

**STT 4830. Linear Regression Models (3).F.**

An introduction to least squares estimation in simple and multiple regression models. The matrix approach is used in the more general multiple regression model. Considerable attention is given to the analysis of variance, aptness of the model tests, residual analysis, the effects of multicollinearity, and variable selection procedures. Prerequisites: MAT 2240 and STT 3830. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with STT 5830.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**STT 4831. Linear Regression Models Capstone (1).F.**

*GEN ED: Capstone Experience*

STT 4831 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in statistics and the relationships of statistics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with STT 4830.

**STT 4840. Regression and Time Series Forecasting (3).F.**

Introduction to regression and time series forecasting models applied to problems in economics, business and the social sciences with emphasis on the use of computer technology. Topics include least squares parameter estimation, simple and multiple linear regression models, trend and seasonal regression models, seasonal and non-seasonal ARIMA

models, model assumptions diagnostics, variable selection, model evaluation and monitoring, smoothing techniques and dealing with non-stationarity. Prerequisites: MAT 2240, STT 3250, and STT 3850 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**STT 4841. Regression and Time Series Forecasting Capstone (1).F.**

*GEN ED: Capstone Experience*

STT 4841 satisfies the general education capstone requirement for mathematics majors with concentrations other than education. Students will explore current, relevant, or advanced undergraduate topics in statistics and the relationships of statistics with other fields. Oral and written communication skills are emphasized. Graded on an S/U basis. Corequisite: Must be taken concurrently with STT 4840.

**STT 4870. Senior Seminar in Statistics (2).On Demand.**

A course designed to provide majors in statistics and other related fields the opportunity to study statistics problems from a variety of sources and to examine their statistical analyses. The emphasis will be on the oral and written presentations of statistical results. The course should prepare the student for making the transition from academic courses to statistical practice. Students taking this course should have completed most of the courses offered in the statistics curriculum. Prerequisite: permission of the instructor.

## Department of Philosophy and Religion (PHL/REL)

*Kevin Schilbrack, Chair*

*Laura Ammon  
Christopher J. Bartel  
Anna M. Cremaldi  
Rodney K. Duke  
Thomas B. Ellis  
Richard Elmore  
Sandie L. Gravett*

*Kim Q. Hall  
Davis Hankins  
Alan J. Hauser  
William M. Hutchins  
Jack Kwong  
Cuong Mai  
Conrad E. Ostwalt, Jr.*

*T. Patrick Rardin  
Randall W. Reed  
Matthew Ruble  
Richard A. Spencer  
Jesse Taylor, Jr.  
Joseph Weiss.*

The objectives of the Department of Philosophy and Religion are to provide students with a critical study of historical and contemporary figures and ideas in philosophy and religious studies; to promote critical examination of and reflective discourse about important ideas, institutions, and practices that have shaped and continue to shape our world; and to cultivate the skills necessary for advancing knowledge in the disciplines of philosophy and religion.

In keeping with these objectives, the department offers two undergraduate majors and minors: a major and minor in Philosophy, and a major and minor in Religious Studies. For participants in the graduate program, a limited amount of graduate work is available, including a graduate minor in Philosophy, and one in Religious Studies. The graduate minors are designed for students on an individual basis. For further information, contact the departmental chair.

Philosophy provides an opportunity to study and critically engage with ideas that have grounded historical and contemporary understanding of the nature of knowledge, truth, power, reality, beauty, mind, body, identity, experience, justice, and morality. A degree in Philosophy prepares students to clarify complex issues; to reason clearly, critically, and persuasively; and to analyze and solve problems.

Religious Studies provides an opportunity to study and critically engage religious beliefs, practices, and institutions that have shaped our world. A degree in Religious Studies prepares students to participate in the academic study of religion; to understand and interrogate ideas informing diverse religions in the world; and to engage in clear and critical discussion of religious issues.

### Honors Program in Philosophy and Religious Studies

The Department of Philosophy and Religion offers an honors program for students with a minimum overall GPA of 3.4. To graduate with "honors in philosophy" or "honors in religious studies," a student must be a Philosophy major or a Religious Studies major and complete at least 9 semester hours of work in departmental honors courses with a cumulative GPA of 3.4 or above in those courses. Six of the hours will be comprised of honors coursework and three of the hours must be either PHL 4510 or REL 4510, Senior Honors Thesis. A grade of B (3.0 grade points) or better is required for Honors Credit in each class.

### Internship Program

The department offers an internship program to augment the academic program of majors and minors who will be seeking employment upon graduation. Internship programs are devised on an individual basis. For more information, contact Dr. Monique Lanoix or Dr. Rodney Duke, Directors of the department's Internship Program.

### Philosophy

#### The Bachelor of Arts degree in Philosophy (101A/38.0101)

The program of study is available at: [www.programsofstudy.appstate.edu/philosophy-ba-101a-2016-2017](http://www.programsofstudy.appstate.edu/philosophy-ba-101a-2016-2017)

#### Minor in Philosophy (266/38.0101) (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/philosophy-minor-266-2016-2017](http://www.programsofstudy.appstate.edu/philosophy-minor-266-2016-2017)

### Religious Studies

#### The Bachelor of Arts degree in Religious Studies (102A/38.0201)

The program of study is available at: [www.programsofstudy.appstate.edu/religious-studies-ba-102a-2016-2017](http://www.programsofstudy.appstate.edu/religious-studies-ba-102a-2016-2017)

#### Minor in Religious Studies (103/38.0201) (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/religious-studies-minor-103-2016-2017](http://www.programsofstudy.appstate.edu/religious-studies-minor-103-2016-2017)

### Courses of Instruction in Philosophy (PHL) and Religious Studies (REL)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)



## PHILOSOPHY (PHL)

### **PHL 1000. Introduction to Philosophy** (3).F;S.

*GEN ED: Liberal Studies Experience*

A general introduction to the basic patterns and methods of philosophy as presented through representative thinkers.

### **PHL 1040. Critical Thinking Skills** (3).F;S.

An introduction to the art of critical thinking, including identifying problems, locating assumptions and analyzing their impact on the products of thought, assessing causal claims, learning problem solving strategies, and examining creativity.

### **PHL 1100. Logic I** (3).F;S.

*GEN ED: Liberal Studies Experience*

This course is an introduction to logical reasoning. It will include the study of truth-functions, translations of English sentences into logical notation, truth-tables, deductions, and some fallacy identification. The concepts of validity, consistency, tautology, contradiction, and logical equivalence are introduced. Additional topics, such as category syllogisms, inductive reasoning, and quantification may be included at the discretion of the instructor.

### **PHL 1501. Mind, Knowledge, and Reality** (3).F;S.

*GEN ED: Liberal Studies Experience*

This course explores some of the central philosophical problems that arise in the study of knowledge. In particular, it will address the following questions: What is knowledge? What are the social dimensions of knowledge? Is knowledge a social construction? How do disciplines outside of philosophy (e.g., psychology and neuroscience) help inform the study of knowledge? We will draw readings from both historical and contemporary writers in philosophy and other disciplines.

### **PHL 1502. Philosophy and Popular Culture** (3).F;S.

*GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")*

This course will examine the ways in which stories may be used to express or examine philosophical ideas. Many works of fiction explicitly engage with philosophical concerns regarding (for instance) the nature of truth, knowledge, and morality. This course will enable students to recognize such themes in works of fiction and will provide them with the vocabulary needed to analyze and understand those concepts.

### **PHL 1503. Selves, Bodies, and Cultural Diversity** (3).F;S.

*GEN ED: Liberal Studies Experience*

The course goal is to elucidate how philosophers make local to global connections. The topics of this course are personal identity, human knowledge, and ethical standards. Students will study these topics from various philosophical worldviews, such as, rationalism, empiricism, existentialism and feminism. Issues of global cultural diversity are addressed, such as gender and racial equality.

### **PHL 1504. Everyday Philosophy: Perspectives on Science and Technology** (3).F;S.

An introduction to philosophical approaches to special problems, topics, or issues in science and technology. The subject matter of this course will vary.

### **PHL 1530–1549. Selected Topics** (1–4). On Demand.

### **PHL 2000. Philosophy, Society, and Ethics** (3).F;S.

*GEN ED: Liberal Studies Experience*

An introduction to ethical reasoning and an examination of moral problems in contemporary social issues.

### **PHL 2013. Philosophy of Art** (3).F.

*GEN ED: Integrative Learning Experience (Theme: "Imagination, Innovation, and Meaning")*

This course will examine contemporary debates in the philosophy of art. In particular, we will examine theoretical attempts to define art, the role of authorial intention in the interpretation and appreciation of art, and the role and scope of imagination in the appreciation and interpretation of the arts.

### **PHL 2015. Environmental Ethics** (3).F;S.

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

This course is an introduction to ethical dimensions of environmental issues. Students will have the opportunity to study theoretical perspectives such as deep ecology, ecofeminism, Native American views of the land, and social ecology. The course will also consider environmental ethical issues such as the moral status of nature, pesticide use, environmental racism, the treatment of animals, deforestation, world population growth, and what it means to live an ecologically responsible life. (Global Learning Opportunity course)

**PHL 2100. Logic II** (3).S.

A study of some major systems of logic, including a formal study of truth functions and quantification. The notions of proof, theorem and axiom are defined and some theory of logic is included. At the discretion of the instructor, additional topics may be included (for example, the logic of relations, boolean algebra systems, modal logic, the logic of probability or inductive logic).

**PHL 2500. Independent Study** (1–4).F;S.

**PHL 2530–2549. Selected Topics** (1–4). On Demand.

**PHL 3000. Ancient Philosophy** (3).F.

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

A study of the major philosophers of Greece and Rome including the pre-Socratics, Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the skeptics. (Global Learning Opportunity course)

**PHL 3013. Philosophical Aesthetics** (3).S.

*GEN ED: Liberal Studies Experience*

This course will take a philosophical look at the nature of aesthetic experience. Our concern will be to understand what makes aesthetic experience unique, what are the causes of aesthetic experience, how aesthetic experience might be related to our appreciation of art and nature, and to examine what role knowledge and belief may play in aesthetic experience.

**PHL 3015. Medical Ethics** (3).S.

*GEN ED: Liberal Studies Experience*

This course aims to introduce students from a variety of backgrounds with an interest in health care to the central issues and controversies in medical ethics. The goal is to prepare students to enter the growing fields of medical practice and research equipped with adequate knowledge of ethical issues pertaining to health care practice and research.

**PHL 3020. Metaphysics** (3).F. Alternate years.

*GEN ED: Liberal Studies Experience*

This course will provide an advanced introduction to metaphysics, a branch of philosophy concerned with questions and issues that arise out of the study of the nature of reality.

**PHL 3030. Feminist Philosophy** (3).S.

*GEN ED: Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

This course examines conceptual and normative issues in contemporary feminist theory. Issues to be discussed include power and the production of knowledge, resistance, violence against women, sex and gender, the interrelatedness of gender, race, class, and sexuality, body image, the personal as political, and the relation between feminist theory and activism. The class also considers western and non-western feminist discussion of these themes. The goal is for each student to gain an appreciation of the diversity and complexity of feminist thought, as well as insight concerning the relation between women's experiences and feminist theorizing.

**PHL 3040. Social and Political Philosophy (3).F. Alternate years.**

This course examines some of the major developments in Western political thought. Through a philosophical lens, students will examine the various and changing concepts that shape current political arrangements.

**PHL 3050. Philosophy of Race** (3).F. Alternate years.

*GEN ED: Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

This course will examine the metaphysical epistemological, social, political, and ethical dimensions of race. Class readings will include both historical and contemporary philosophical approaches to race and racism.

**PHL 3200. Modern Philosophy** (3).S.

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

A study of views of eminent philosophers of the seventeenth and eighteenth centuries, including Descartes, Hume, and Kant.

**PHL 3300. A Critique of Worldmaking** (3).S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course studies the major developments in recent analytic philosophy which have led to a radical challenge to common sense, Nelson's Goodman's Critique of Worldmaking. The basic principle is that worlds are made by making world-versions. The critique is a comparative study of world-versions and their making. We assess how well such a critique has advanced analytic philosophy. Our readings may be drawn from philosophers such as: Ayer, Carnap, Wittgenstein, Dewey, James, Goodman, Quine, Kuhn, and Rorty. Prerequisite: RC 2001 or its equivalent.

**PHL 3400. Contemporary Continental Philosophy (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course examines some important philosophers and movements in continental philosophy. Philosophical movements such as Phenomenology, Existentialism, Critical Theory, Feminism, Postcolonial Theory, and Poststructuralism will be discussed. Prerequisite: RC 2001 or its equivalent.

**PHL 3500. Independent Study (1-4).F;S.**

**PHL 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**PHL 3530-3549. Selected Topics (1-4). On Demand.**

**PHL 3550. Philosophy of Mind (3).S.**

*GEN ED: Liberal Studies Experience*

This course will examine some fundamental questions that arise in the philosophy of mind: What does it mean to say that a person has a mind? Are mental states (such as beliefs and desires) nothing but brain states, or are they states of a different kind? Do robots or animals have minds? The course will also provide a historical survey of various philosophical theories of mind, including substance dualism, philosophical and methodological behaviorism, identity theories, functionalism and connectionism.

**PHL 3600. Philosophy of Science (3).S.**

*GEN ED: Liberal Studies Experience*

An investigation of the foundations, structure, actual attainments, and ideals of the sciences.

**PHL 4000. Nature of Knowledge (3).S.**

A study of the traditional problems of the origin, nature, and limitations of knowledge. What do we know and how do we know it? Prerequisites: three semester hours in a PHL course at or above the 2000 level or consent of the instructor.

**PHL 4300. Ethical Theory (3).F.**

An examination of some major ethical theories and issues raised in relation to epistemology and language, such as the status of knowledge in ethics and the function of ethical language. Prerequisites: Three semester hours in a PHL course at or above the 2000 level or consent of the instructor.

**PHL 4510. Senior Honors Thesis (3). On Demand.**

Independent study and research, directed by a member of the Philosophy faculty in the Department of Philosophy and Religion and a member of another department appropriate to the topic selected by the student. Prerequisites: six semester hours of Honors work below the 4000 level.

**PHL 4549. Seminar (3).F;S.**

An intensive study of special problems, topics, or issues related to the study of philosophy. The subject matter of this course will vary and barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: Six semester hours in PHL courses at or above the 2000 level or consent of the instructor. [Dual-listed with PHL 5649.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHL 4700. Senior Research: Philosophy (3).S.**

*GEN ED: Capstone Experience*

Designed for majors in Philosophy. Development and completion of an independent research project in the context of a seminar in which the student's ideas, drafts and thesis are questioned and defended. In addition to the discussion of each student's work, issues regarding the nature of philosophy will be discussed. This course provides an opportunity to utilize philosophical skills in a systematic analysis of a philosophical problem. Each student will develop a thesis to be presented and defended in a public forum. Prerequisites: nine semester hours in PHL courses at or above the 2000 level or consent of the instructor.

**PHL 4900. Internship (3-6). On Demand.**

Field work in applied philosophy. Proposal must be approved by the philosophy faculty. Graded on an S/U basis.

## RELIGIOUS STUDIES (REL)

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### **REL 1010. Religion and Imaginary Worlds (3).F;S.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

This course will explore various expressions of religious imagination in cultural products such as literature that reflect or contribute to religion and religious ideas. A variety of types of literature (including biblical and modern) will be used. The class is organized around the literary critique of religious issues and the postmodern crisis of belief. The class will also consider literary theory and the critical issues involved in transferring literature to other media forms.

### **REL 1100. Religion and Contemporary Issues (3).F.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course examines the relationship between religion and the issues that confront our world. Through the exploration of writings of religious significance and other material and media artifacts (art, architecture, music, media, political rhetoric, film, etc.), the course considers how cultural and social influences shape religious expression and contribute to religion as a force in contemporary life both locally and globally. (Global Learning Opportunity course)

### **REL 1110. Religions of the World (3).F;S.**

*GEN ED: Liberal Studies Experience*

This course introduces the major living religions of the world. (Global Learning Opportunity course)

### **REL 1115. Religion Goes to The Movies (3).F;S.**

*GEN ED: Liberal Studies Experience*

This course explores how religious expression communicates on film as well as how it relates to the cultural circumstances from which particular films emerged. We apply widely used theoretical approaches to the critical study of religion to provide insight into the interpretation of select films and consider how the academic study of religion relates the notions of religion, film, culture and imagination.

### **REL 1120. Death, Grieving, and Immortality (3).S.**

*GEN ED: Liberal Studies Experience*

How do different religious traditions think about illness and end of life issues? What rituals do adherents perform? This course explores how religious belief and practice impact treatment decision making and includes consideration of specific issues such as suicide, euthanasia, and organ donation. It also examines funeral and bereavement rituals for both disposition of bodies as well as for individual and community mourning and support.

### **REL 1530-1549. Selected Topics (1-4). On Demand.**

### **REL 2010. Old Testament: The Jewish Scriptures (3).F;S.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

An analysis of Old Testament literature as the product of the life of the Israelite people. Students will have the opportunity to examine selected documents in terms of their literary structure, historical context, and religious perspective.

### **REL 2020. New Testament (3).F;S.**

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "How We Tell Stories")*

An analysis of early Christian literature as the product of the lives of the first followers of Jesus Christ. Students will have the opportunity to examine selected documents in terms of their literary structure, audience, historical context, religious perspective, and their relation to the broader Christian community and Western culture.

### **REL 2030. Islamic Literature (3).S.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

An exploration of the Qur'an and of works that have shaped, illustrated, or supplemented Islamic beliefs and practices. (Global Learning Opportunity course)

### **REL 2110. Judaism (3).F.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An examination of the history, literature, and faith of post-exilic Judaism, with concentration on selected topics and periods. (Global Learning Opportunity course)

**REL 2120. Christianity (3).S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An exploration of Christianity from the early period through the Enlightenment and rise of contemporary Christian movements, students will explore the history of the church, its doctrinal emphases, and its practice in a variety of locations and time periods. (Global Learning Opportunity course)

**REL 2130. Islamic Religion and Culture (3).F.**

*GEN ED: Liberal Studies Experience*

A selective survey of the religion and its expression in Islamic civilization from the time of the prophet Muhammad to the contemporary Islamic revival. (Global Learning Opportunity course)

**REL 2140. Hinduism (3).F.**

An interdisciplinary examination of complex Hindu religious and philosophical traditions from Vedic culture to the contemporary period, covering such topics as deity, guru, cosmos, body, ritual, karma, dharma, and yoga. (Global Learning Opportunity course)

**REL 2150. Buddhism (3).F.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

This course surveys the historical development of Buddhist traditions in Asia, beginning with ancient India and continuing with the emergence of major schools and traditions in China, Japan, Tibet, and Southeast Asia. We will also examine Buddhism and modernity in Asia and representations and practices of Buddhism in Western popular culture and society. (Global Learning Opportunity Course)

**REL 2210. Gods, Ghosts and Ancestors (3).F.Alternate years.**

This course introduces students to the main religious traditions of China and the enduring religious themes and philosophical issues which have informed traditional Chinese literature, society, culture and politics. Students will examine the origins, rise, and endurance of Chinese popular religion, Confucianism in its social and political forms, Daoism as a philosophical movement and as a series of religious innovations, and Buddhism's transmission into China and its subsequent flourishing and transformation of Chinese culture and society. In each instance students will examine a broad array of phenomena, from scriptural texts to hagiography, from ritual manuals to medical texts, from miracle stories of talking animals to poetic flights into the starry heaven and beyond, from tales of ghosts and ancestors to accounts of the deeds of shamans and sages. (Global Learning Opportunity course)

**REL 2500. Independent Study (1-4).F;S.**

**REL 2530-2549. Selected Topics (1-4). On Demand.**

**REL 3010. Biblical Prophets: Justice and Hope (3).S.**

A study of the prophetic movement and its literature in ancient Israel and the ancient Near East.

**REL 3020. After Jesus: Paul to Christianity (3).F.**

This class will examine the development of a rich variety of communities, traditions and theologies that developed in years after Jesus' life. It will explore the development of Paul's communities and the groups and thinkers who appropriated, reinterpreted and/or opposed Paul's work in both antiquity and the contemporary world.

**REL 3030. Gender, Sexuality, and the Bible (3).F.**

This course provides an extensive inquiry into the constructions of gender and sexuality in the Hebrew Bible, New Testament and Apocrypha. Feminist biblical criticism will be emphasized along with a careful study of what we can know about gender and sexuality in the periods in which these texts were composed.

**REL 3040. Bible and Science (3).F.Alternate years.**

An exploration of the historical development of Western modern science in light of its interactions with biblical theology and interpretation, and of the key topics and issues of the current debate/discussion concerning biblical teaching and contemporary science.

**REL 3100. Church and State in Latin America (3).S.**

*GEN ED: Integrative Learning Experience (Theme: "Las Americas")*

Christianity in Latin America takes several forms, most notably through the controversial movements involving liberation theology. This course will explore the relationship between Church and State in Latin America, treating religion as one component of a multi-disciplinary approach to the problems of poverty and social injustice both historically and contemporarily.

**REL 3110. Religion in America (3).F.**

*GEN ED: Integrative Learning Experience (Theme: "American Culture: Past and Present")*

An examination of religious beliefs and practice in the United States.

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**REL 3120. African Thought (3).S.**

*GEN ED: Liberal Studies Experience*

A selective survey of insights, systems of thought, and cosmologies of traditional folk religions, of African versions of global religions and of contemporary intellectuals. (Global Learning Opportunity course)

**REL 3150 Religion, Gender, and the Body (3).S.Alternate Years.**

This course examines how religions configure the human body as both a problem and an opportunity. Students will examine theories concerning the social and cultural construction of gender, sexuality, and embodiment, and the implications of these theories for the study of religion. Case studies will help students gain proficiency in applying the theoretical insights of cultural and gender studies not only to specific cultural and historical settings, but also to similar phenomena in other times and places. (Global Learning Opportunity course)

**REL 3160. Life and Teachings of Jesus (3).S.Alternate years.**

An examination of the historical Jesus of Nazareth, his life, message, and teachings, using the various methods of Biblical Criticism. The class will focus on what can be known about the historical Jesus and different methodologies used in that pursuit.

**REL 3170. Religion and Violence (3).S.Alternate years.**

*GEN ED: Integrative Learning Experience (Theme: "War and Peace")*

Why does the history of world religions admit to several moments of violence? Why do the religious commit acts of violence not only against others but against themselves as well, for example, through acts of sacrifice and penance? Employing a multi-disciplinary approach, the course will address not only the historical, and what could possibly be perceived as the accidental, nature of violence in religion, but also and provocatively the structural role of violence in religion. (Global Learning Opportunity course)

**REL 3180. American Judaism (3).S.**

A study of Judaism in the American environment since 1654, focusing on its unique adaptation to the religious, social, political, and geographic environment of the United States.

**REL 3500. Independent Study (1-4).F;S.**

**REL 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**REL 3530-3549. Selected Topics (1-4). On Demand.**

**REL 3560. Religion and Science Fiction (3).S.Alternate years.**

This course will boldly go where no one has gone before through a variety of texts, films and media, in order to discover the ways science fiction authors imagined religion, class, race, culture, economics, and history in this and other worlds. We will analyze contemporary science fiction novels, films, television shows, and short stories, looking at how authors construct their worlds and reconstruct ours.

**REL 3600. Study Tour Abroad (3-6).S;SS.OnDemand.**

An intensive course exploring religious ideas and expression at a remote site.

**REL 3700. Theories of Religion (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

An introduction to major issues and the methods employed in the academic study of religion. Students will focus on acquiring the skills necessary to accomplish research in the field of religious studies. Prerequisites: RC 2001 or its equivalent.

**REL 3710: Religion, Ecology, & Biology (3) F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course introduces the student to the ecological and biological study of religion. The course specifically considers the extent to which evolutionary theory illumines the origins, functions, and continuing vitality of religious belief, behavior, and experience, taking time along the way to consider the unscientific theory of intelligent design and the controversies associated therewith. In addition to a general evolutionary account of religion, the course assesses the role of infectious disease ecologies in the evocation of religious diversity. Prerequisite: RC 2001 or its equivalent.

**REL 3715. Biblical Interpretation (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

An intensive examination of methods and issues in biblical interpretation, with extensive experience in the interpretation of specific biblical texts from both testaments. Major issues in the history of interpretation will be discussed, with emphasis on contemporary

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methods. Prerequisites: REL 2010 or REL 2020 and junior or senior standing, or permission of the instructor and RC 2001 or its equivalent.

**REL 3725. Religion and Empire (3).F.Alternate years.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course explores the nature of empire and its conflicted relationship with religion. It will cover different case studies from differing geographic and historic locales. Religion and empire have moved hand in hand shaping the way that both colonizer and colonized understood, practiced, and created religion. In the process of expanding their world (and altering other worlds), colonizers came to think about themselves in terms of new identities; and colonized peoples forged their own identities in the midst of struggle. Prerequisite: RC 2001 or its equivalent.

**REL 3740. Religion and Social Theory (3).S.Alternate years.**

*GEN ED: Junior Writing in the Discipline (WID)*

An examination of the different explanations of the role of religion in the world and its function within human society. The class will focus on the specific application of such theory to real world religious phenomena. Prerequisite: RC 2001 or its equivalent.

**REL 3750. Minds, Brain, and Religion (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

An introduction to the psychological study of religious belief, experience, and behavior through a survey of various sub-disciplines within psychology: e.g., Freudian psychoanalysis, existential psychology, object relations theory, attachment theory, cognitive psychology, and evolutionary psychology. Prerequisites: RC 2001 or its equivalent.

**REL 3760. Religion and Reason (3).S.Alternate years.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course focuses on the analysis and discussion of religion in general rather than on any particular belief system and is a field of study that has been embraced by both believers and nonbelievers. The course discusses texts by secular and religious commentators about the nature of religion and of religious experience, and considers epistemological, ontological, logical, aesthetic, and ethical concepts and claims of religions. Prerequisite: RC 2001 or its equivalent.

**REL 4115. Religion and Cultural Forms (3).S.**

An examination of the way religious themes and issues have found expression in various types of cultural forms such as literature, art, myth, ritual, etc.

**REL 4510. Senior Honors Thesis (3). On Demand.**

Independent study and research. Honors thesis directed by a faculty member in Religious Studies and a member of an affiliated department or program appropriate to the topic selected by the student. Prerequisite or co-requisite: completion of six semester hours of Honors work. A grade of B or better is required for Honors Credit in each class.

**REL 4700. Senior Seminar (3).F;S.**

*GEN ED: Capstone Experience*

An intensive study of special problems, topics, or issues related to the study of religion. The subject matter of this course will vary with the topic selected being focused on literature in the fall and culture in the spring. Prerequisite: completion of at least six semester hours of religious studies (REL) course work at the 3000 or 4000 level including one methods course (one course in the REL 3700 sequence).

**REL 4900. Internship (3-6). On Demand.**

Graded on an S/U basis.

## Department of Physics and Astronomy (PHY/AST)

Michael M. Briley, Chair

Patricia E. Allen

François Amet

Jennifer L. Burris

Anthony G. Calamai

Daniel B. Caton

J. Sid Clements

Tonya S. Coffey

Brad R. Conrad

Richard O. Gray

Brooke C. Hester

Courtney E. McGahee

James P. Sherman

David J. Sitar

Rachel L. Smith

Christopher S. Thaxton

The objectives of the Department of Physics and Astronomy are:

1. To prepare students for a variety of careers which require a technical background or for studies at the graduate level
2. To provide service courses at appropriate levels for students in many disciplines

The versatility of physicists is a result of a basic education which emphasizes fundamental phenomena in nature. Understanding these fundamentals allows a physicist to solve a wide range of problems in many different fields, from energy resources and the environment to transportation and communications.

By taking appropriate physics courses, one can simultaneously learn about the physical side of nature in a most general way, acquire useful specific knowledge, and satisfy general education science requirements.

In keeping with these objectives, three undergraduate degrees in Physics and a graduate degree in Engineering Physics are offered. Minors are offered for both the undergraduate and the graduate student. A pre-engineering curriculum (see the College of Arts and Sciences section of this catalog) provides preparation necessary for transfer into engineering programs both in North Carolina and elsewhere.

### **The Bachelor of Arts degree in Physics (269A/40.0801)**

The program of study is available at: [www.programsofstudy.appstate.edu/physics-ba-269a-2016-2017](http://www.programsofstudy.appstate.edu/physics-ba-269a-2016-2017)

### **The Bachelor of Science degree in Physics (without teacher licensure) (270\*/40.0801) with a concentration in Applied Physics (270B)**

The program of study is available at: [www.programsofstudy.appstate.edu/physics-bs-applied-physics-270b-2016-2017](http://www.programsofstudy.appstate.edu/physics-bs-applied-physics-270b-2016-2017)

### **The Bachelor of Science degree in Physics (with teacher licensure) (270\*/40.0801)[T] with a concentration in Secondary Education (270C)**

The program of study is available at: [www.programsofstudy.appstate.edu/physics-bs-secondary-education-270c-2016-2017](http://www.programsofstudy.appstate.edu/physics-bs-secondary-education-270c-2016-2017)

### **An undergraduate minor in Physics (270/40.0801) (16–18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/physics-minor-270-2016-2017](http://www.programsofstudy.appstate.edu/physics-minor-270-2016-2017)

### **An undergraduate minor in Astronomy (207/40.0801) (22–24 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/astronomy-minor-207-2016-2017](http://www.programsofstudy.appstate.edu/astronomy-minor-207-2016-2017)

### **Honors Program in Physics and Astronomy**

The Department of Physics and Astronomy offers an honors program which culminates in a senior honors research and thesis course (PHY 4510 or AST 4510) open to majors in physics and astronomy with an outstanding undergraduate record. In order to graduate with "honors in physics and astronomy," a student must have a minimum GPA of 3.45, overall and in physics and astronomy and must take nine semester hours of honors credits, including PHY 3560 or AST 3560, and PHY 4510 or AST 4510 (with a grade of "B" or higher). Students may arrange to take specific additional physics and astronomy courses on an honors basis by negotiating an honors contract with the course instructor before class begins. The honors contract, which must be approved by the Department of Physics and Astronomy Honors Committee, allows the student to receive honors credit for a regular course in physics or astronomy by specifying the additional assignments that the student must perform in order to receive honors credit. Additional information may be obtained from the departmental honors director or the departmental chair. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

### **Master of Science degree in Engineering Physics**

The Department of Physics and Astronomy offers a Master of Science degree in Engineering Physics with concentrations in: 1) Systems and Laboratory Automation; 2) Professional Science Master's (PSM) in Instrumentation and Automation; and 3) Professional Science Master's (PSM) in Nanoscience for Advanced Materials. Students interested in the M.S. degree are requested to consult the *Graduate Bulletin* for further information. A graduate minor in Engineering Physics is also available.

## Courses of Instruction in Physics (PHY) and Astronomy (AST)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### PHYSICS (PHY)

#### **PHY 1101. How Things Work** (4).F.

*GEN ED: Science Inquiry Perspective (Themes: "How Things Work" and "Physics of Self Expression")*

An introductory survey of the ideas of mechanics, fluids, wave motion, sound, light, and special relativity. Objects from our daily environment will be considered as their operation, histories, and relationships to one another are explored. This course seeks to dispel the mysteries surrounding everyday phenomena. Lecture three hours, laboratory two hours. Corequisite: MAT 1010 or MAT 1020 or MAT 1025. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **PHY 1102. Environment and Everyday Life** (4).S.

*GEN ED: Science Inquiry Perspective (Theme: "How Things Work")*

An introductory survey of thermodynamics, electricity, magnetism, atomic and nuclear physics. Objects from our daily environment will be considered as their operation, histories, and relationships to one another are explored. Lecture three hours, laboratory two hours. Prerequisite: PHY 1101. PHY 1102 is not open to students who have credit for PHY 1830. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **PHY 1103-PHY 1104. General Physics I-II** (4-4).F;S.-F;S.

*GEN ED: (PHY 1103 and PHY 1104) Science Inquiry Perspective (Theme: "Physics of Our Technological World")*

A study of the basic principles of physics including mechanics, thermodynamics, sound, electricity and magnetism, optics, and modern physics. Corequisite for PHY 1103: MAT 1020 or MAT 1025 or the equivalent. Prerequisite for PHY 1104: PHY 1103 or the equivalent. Lecture three hours, laboratory two hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **PHY 1111. How Things Work - Lab** (1).F.

*GEN ED: Science Inquiry Perspective (Themes: "How Things Work" and "Physics of Self Expression")*

An introductory laboratory survey of the ideas of mechanics, fluids, wave motion, sound, and light. Objects from our daily environment will be considered as their operation, histories, and relationships to one another are explored. Laboratory two hours. Prerequisite: 3 credit hours of PHY 1101 transferred from another institution.

#### **PHY 1112. Environment and Everyday Life - Lab** (1).S.

*GEN ED: Science Inquiry Perspective (Theme: "How Things Work")*

An introductory laboratory survey of thermodynamics, electricity, magnetism, atomic and nuclear physics. Objects from our daily environment will be considered as their operation, histories, and relationships to one another are explored. Laboratory two hours. Prerequisite: 3 credit hours of PHY 1102 transferred from another institution.

#### **PHY 1113. General Physics I - Lab** (1).F.

*GEN ED: Science Inquiry Perspective (Theme: "Physics of Our Technological World")*

A laboratory study of the basic principles of physics including mechanics, thermodynamics, sound, electricity and magnetism, optics, and modern physics. Laboratory two hours. Prerequisite: 3 credit hours of PHY 1103 transferred from another institution.

#### **PHY 1114. General Physics II - Lab** (1).S.

*GEN ED: Science Inquiry Perspective (Theme: "Physics of Our Technological World")*

A laboratory study of the basic principles of physics including mechanics, thermodynamics, sound, electricity and magnetism, optics, and modern physics. Laboratory two hours. Prerequisite: 3 credit hours of PHY 1104 transferred from another institution.

#### **PHY 1150-PHY 1151. Analytical Physics I-II** (5-5).F;S-F;S.

*GEN ED: (PHY 1150 and PHY 1151) Science Inquiry Perspective (Theme: "Physics with Calculus")*

An analytical and quantitative treatment of physics at a somewhat more advanced level than the PHY 1103-PHY 1104 sequence using calculus. Intended primarily for students majoring in the natural sciences, mathematical sciences, and pre-engineering. Topics covered include mechanics, heat, light, sound, electricity, magnetism, and quantum phenomena. Corequisite for PHY 1150: MAT 1110. Corequisite for PHY 1151: MAT 1120. Lecture four hours, laboratory three hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHY 1160. Analytical Physics I - Lab (1).F.**

*GEN ED: Science Inquiry Perspective (Theme: "Physics with Calculus")*

Laboratory exercises in mechanics, heat, light, sound, electricity, magnetism, and quantum phenomena at a somewhat more advanced level than the PHY 1103-PHY 1104 sequence using calculus. Intended primarily for students majoring in the natural sciences, mathematical sciences, and pre-engineering. Laboratory three hours. Prerequisite: 3-4 credit hours of PHY 1150 transferred from another institution.

**PHY 1161. Analytical Physics II - Lab (1).S.**

*GEN ED: Science Inquiry Perspective (Theme: "Physics with Calculus")*

Laboratory exercises in mechanics, heat, light, sound, electricity, magnetism, and quantum phenomena at a somewhat more advanced level than the PHY 1103-PHY 1104 sequence using calculus. Intended primarily for students majoring in the natural sciences, mathematical sciences, and pre-engineering. Laboratory three hours. Prerequisite: 3-4 credit hours of PHY 1151 transferred from another institution.

**PHY 1810. Light and Color (4).On Demand.**

*GEN ED: Science Inquiry Perspective (Theme: "Physics of Self Expression")*

An introductory course intended primarily for students of the fine and applied arts as well as others interested in optical phenomena. Topics include the perception of light and color, color mixing, polarized light, photography, lasers, and holography. The laboratory will involve hands-on investigation of the properties of light using various methods including but not limited to lasers, spectrometers, lenses and mirrors, and photographic equipment. Lecture three hours, laboratory two hours. Prerequisite: MAT 1025 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHY 1812. Acoustics and Harmonics (4).F.**

*GEN ED: Science Inquiry Perspective (Theme: "Physics of Self Expression")*

An exploration of sound and the underlying physical principles that govern it: Newton's laws of motion, energy, power, pressure, elasticity, oscillations, waves, resonances, and harmonics, as well as the quantitative application of these principles to topics such as: musical intervals, the equal-tempered scale, the decibel scale, harmony, dissonance, overtones, hearing, voices, and the construction and timbre of musical instruments. Lecture three hours, laboratory two hours. Prerequisite: MAT 1010 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHY 1814. Sound and Recording (4).S.**

*GEN ED: Science Inquiry Perspective (Theme: "Physics of Self Expression")*

An exploration of acoustics, electronic circuits and signal processing as it applies to the creation and recording of sound and music. Topics to be covered include: AC and DC circuits, filtering, amplification, mechanical and electromagnetic properties of speakers, microphones, analog and digital recording, acoustics of rooms, digital audio signal processing, electronic synthesizers, multi-track recording, and mastering. Lecture three hours, laboratory two hours. Prerequisite: PHY 1812 or PHY 1103 or PHY 1150. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHY 1830. The Physical Principles of Energy and Sustainability (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

An introduction to the physical principles governing energy and renewable technologies. Topics will include: thermal, geothermal, electrical, magnetic, wind, solar, hydroelectric, nuclear, and other sources of energy as well as other sustainable technologies such as conservation of material resources. PHY 1830 is not open to students who have credit for PHY 1102.

**PHY 2010-PHY 2020. Intermediate Physics I-II (4-4).F-S.**

A study of basic formulations and concepts in classical physics including mechanics, static and dynamic electricity, and magnetism. Calculus and vector methods are used. Intended primarily for students majoring or minoring in physics. Prerequisites: PHY 1104 or PHY 1151, and for PHY 2010: MAT 1120; for PHY 2020: MAT 2130. Lecture four hours.

**PHY 2210. Physics Laboratory Techniques and Data Analysis (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A course designed for physics majors emphasizing experimental techniques, measurements, data and error analysis, experimental planning and evaluation, and report writing. Intermediate classical experiments with both oral and written reports. Lecture two hours, laboratory two hours. Prerequisite: RC 2001 or its equivalent. Corequisite: PHY 2020.

**PHY 2500. Independent Study (1-4).F;S.**

**PHY 2700. Computer Interfacing (3).F. Even-numbered years.**

An introduction to the basic principles of computer interfacing and machine language programming. Topics to be covered include analog

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to digital, digital to analog, voltage to frequency conversion, data transmissions, and applications of these topics using departmental microcomputers. Prerequisite: PHY 1104 or PHY 1151.

**PHY 3001. Analytical Methods in Physics (3).S.**

This course prepares students for the mathematical rigor associated with the junior and senior level theoretical physics courses. Topics include: series, complex numbers, partial differentiation, multiple integrals, vector analysis, Fourier series and transforms, differential equations, and special functions. The course will focus on mathematics required for Classical Mechanics (PHY 3010), Electromagnetic Fields and Waves (PHY 3020), and Quantum Mechanics (PHY 4640). Prerequisite: MAT 2130 with a grade of "C" or higher; Corequisite: PHY 2020.

**PHY 3010. Classical Mechanics (3).F.**

A study of classical problems in mechanics. Topics include motion in noninertial reference frames, particle systems and collisions, rigid bodies, and Lagrangian mechanics. Prerequisite: PHY 3001 with a grade of "C" or higher. Corequisite: MAT 3130 or permission of the instructor.

**PHY 3011. Classical Mechanics II (3). On Demand.**

A continuation of PHY 3010, Classical Mechanics. This course covers advanced applications of Lagrange's equations, Hamilton's equations, an introduction to the mechanics of continuous media, elementary tensor algebra, and the rotation of a rigid body in space. Prerequisites: PHY 3010, MAT 3130 and permission of the instructor.

**PHY 3020. Electromagnetic Fields and Waves (3).S.**

A study of electromagnetic theory, including the solution of electrostatics problems using Laplace's equation, fields in dielectric media, magnetic fields of steady and varying currents, and the development and application of Maxwell's equations. Prerequisites: PHY 2020 and PHY 3001 with a grade of "C" or higher in each, and MAT 3130 or permission of the instructor.

**PHY 3021. Electromagnetic Fields and Waves II (3). On Demand.**

A continuation of PHY 3020, Electromagnetic Fields and Waves. This course covers applications of Maxwell's Equations, including the propagation of plane electromagnetic waves in free space and other media; the general principles of guided waves; and the radiation of electromagnetic waves, including a discussion of the electric dipole antenna. Prerequisites: PHY 3020 and permission of the instructor.

**PHY 3140. Environmental Physics (3).F.**

A study of the physical principles underlying current environmental problems and issues such as global climate change and ozone depletion, and an examination of possible mitigating technologies. Other topics include the interaction of electromagnetic radiation and planetary atmospheres, radiative forcing, the greenhouse effect and the increased concentration of greenhouse gases in the earth's atmosphere, the paleoclimate of the earth and global climate change, alternative energy sources, and the viability of nuclear power. Prerequisite: PHY 1104 or PHY 1151.

**PHY 3150. Atmospheric Physics (3).S..**

An introduction to the principles of atmospheric physics. After a survey of climatology and the hydrologic and carbon cycles, this course focuses on important aspects of atmospheric physics including thermodynamics, radiative transfer, atmospheric chemistry, cloud microphysics, atmospheric and fluid dynamics, weather systems, boundary layer physics, and climate dynamics. Lecture two hours, laboratory two hours. Prerequisites: PHY 1150 and PHY 1151. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHY 3160. Introduction to Geophysics (3).S.**

An introductory survey of whole earth geophysics through theory and practice. The theory portion of the course covers seismology (techniques in reflection and refraction seismology), geothermics, radioactive dating, surface processes, tectonics, orogenics, gravity and gravimetric techniques, electrical and magnetic surveys, and borehole logging. The practical component of the course includes the utilization of several of these methods to study subsurface environments. Lecture two hours, laboratory two hours. Prerequisites OR corequisites: one introductory geology course (GLY 1101, GLY 1102, GLY 1103, GLY 1104, GLY 1105, or GLY 1510) plus PHY 1103 (or PHY 1150), and MAT 1110, or permission of the instructor. (Same as GLY 3160.)

**PHY 3210-PHY 3211. Modern Physics I-II (3-3).F-S.**

An introduction to the theories and experiments of 20th-century physics: special relativity; wave-particle duality; atomic structure; and natural and artificial radioactivity. Elementary results from quantum theory will be applied to the solid state and the nucleus. Descriptive treatment of frontier topics such as particle physics, accelerators, and superconductivity. Prerequisite: PHY 1151 or corequisite PHY 2010. Lecture three hours.

**PHY 3230. Thermal Physics (3).F.**

A study of the laws of thermodynamics and their applications. An introduction to kinetic theory and statistical mechanics is included. Prerequisites: PHY 1104 or PHY 1151, and MAT 2130. Lecture three hours.

**PHY 3350. Physical Science Investigations (3). On Demand.**

A course primarily for elementary education majors who choose their academic concentration in science. Simple demonstrations and laboratory experiments will emphasize a conceptual approach to the physical ideas usually introduced in the elementary science curriculum. Lecture two hours, laboratory two hours.

**PHY 3400. Physics Instruction Practicum (3).F.**

An introduction to the practical aspects of teaching high school physics. Some of the topics covered include current educational issues, resources required for laboratories, construction and presentation of physics demonstrations, classroom presentations, and the use of computers in the classroom. The course includes guest speakers, field trips, projects (individual and group), and classroom presentations. Lecture two hours, laboratory two hours. Prerequisite: PHY 1104 or PHY 1151 or consent of the instructor.

**PHY 3500. Independent Study (1–4).F;S.**

**PHY 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process at the University level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**PHY 3521. Secondary Science Field Experience (1).F;S.**

A supervised experience in the instructional process at the secondary school level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Required of all teacher-licensure candidates in physics.

**PHY 3530–3549. Selected Topics (1–4). On Demand.**

*For example:* Energy (2), a survey course designed to provide an understanding of energy options on personal, national, and global levels. The course explores fossil and nuclear fuel reserves, electric power production, and various energy alternatives, particularly solar energy. No prerequisite.

**PHY 3560. Undergraduate Research (1-3). On Demand.**

The student will participate in on-going faculty-directed research. This will include involvement in the solution of a theoretical problem or in experimental work such as the design of an experiment or experimental apparatus, acquisition of data, and/or data reduction and analysis. This course is required for students planning to graduate with departmental honors. For honors credit, the work must also include presentation of the results in a scholarly publication or at a professional meeting. Course may be repeated for a total credit of four semester hours. Graded on an S/U basis.

**PHY 3850. Environucleonics (3). On Demand.**

A study of how atomic and nuclear radiation interact with humans and their environment—with special emphasis on the technology of measurement and criteria for evaluation. Discussions of basic radiation properties and radiation detection as well as special analysis techniques such as neutron activation and X-ray fluorescence will be integral to the course. Prerequisite: PHY 1104 or PHY 1151. Lecture three hours.

**PHY 3851. Environucleonics Laboratory (1). On Demand.**

Laboratory investigation and skills development aligned with the methods of PHY 3850. Basic detection involving GM, gas flow and scintillation detector systems, pulse height analysis, statistical tests and treatment of data, utilization of neutron activation and X-ray fluorescence will be featured. Field trips may be required. Corequisite or prerequisite: PHY 3850. Laboratory three hours.

**PHY 4020. Computational Methods in Physics and Engineering (3).F.**

A course designed to introduce the student to modern techniques and algorithms in computational physics, involving solutions of real physical systems using techniques from interpolation, optimization, non-linear least squares, the numerical integration of ordinary and partial differential equations, Monte Carlo methods, Fourier analysis and stability analysis. Applications of these techniques will be selected from the areas of mechanics, optics, modern physics, astrophysics, engineering, signal processing, and electromagnetism. Programming will be carried out in a computer language such as 'C' or Fortran. Prerequisites: PHY 2010 and PHY 2020 (with a grade of "C" or higher in each) and MAT 2130, or permission of the instructor. Lecture two hours, laboratory two hours. (COMPUTER) [Dual-listed with PHY 5020.] Dual-listed courses require senior standing; juniors may enroll with permission of the department



**PHY 4210 Methods of experimental Physics (4).F;S.**

*GEN ED: Capstone Experience*

Measurement theory, analysis, interpretation and evaluation of data experiment design and scientific report writing. A limited number of advanced laboratory experiments will be performed which illustrate important concepts and methods. Literature searches, written reports and some oral reports will be required. Lecture two hours, laboratory three hours. Prerequisite: PHY 2210.

**PHY 4330. Digital Electronics (4).F.**

This course provides an introduction to digital electronics, with an emphasis on the study of components that are building blocks for digital devices and equipment, especially microcomputers. Emphasis will be placed on the design of combinatorial, sequential, and state machine (ASM) circuits, including simplification by Boolean algebra, Karnaugh maps, and computer-aided tools. Hardware description languages will be used to implement designs on programmable logic devices (PLD). Topics to be covered include: number systems, Boolean algebra, logic families, gates, flip-flops, medium scale integration devices, combinatorial and sequential circuits, ASM, PLD, arithmetic logic units, memory, input-output, D/A, A/D, and a generic CPU. The industry-oriented, hands-on labs involve circuit construction, testing and trouble-shooting using modern test equipment. Lecture three hours, laboratory three hours. [Dual-listed with PHY 5330.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHY 4510. Senior Honors Research and Thesis (1- 3). On Demand.**

Independent in-depth research and preparation of a thesis on a significant topic in physics, directed by a member of the Department of Physics and Astronomy faculty. A thesis is presented orally and in writing to the department. The course grade is determined by the thesis advisor and the departmental honors committee. Required for graduation with honors in physics. Prerequisites: PHY 3560 or equivalent, GPA of at least 3.45 overall and in physics and astronomy courses, approval of proposed research topic and methods by the departmental honors committee, and assignment of research thesis advisor during the semester prior to enrollment in this course.

**PHY 4620. Optics (4).F.**

A rigorous introduction to geometric and wave optics with applications including lasers, interferometers, spectroscopy, telescopes, fiber optics, and remote sensing. Basic electromagnetic wave theory is employed to describe the interaction of electromagnetic radiation with matter including absorption, dispersion, reflection, and scattering. Geometric optics is employed to study image formation by optical systems using both ray-tracing and matrix optics methods. Wave optics is used to study interference, diffraction, and coherence. This leads into a detailed lab-based unit dealing with interferometry and optical system alignment, with applications to optical component testing, spectral analysis of light sources, and coherence. The course also includes a semester synthesis project. Lecture three hours, laboratory three hours. Prerequisite: PHY 3001 or equivalent (with a grade of "C" or higher). (PHY 3020 is a suggested prerequisite, but students may also enroll with permission of instructor). [Dual-listed with PHY 5620.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHY 4640. Quantum Mechanics (3).S.**

A study of the Schrödinger equation and its solutions for various common potentials. Prerequisites: PHY 3010, PHY 3210 (with a grade of "C" or higher), and MAT 3130 or permission of the instructor.

**PHY 4730. Analog Systems (4).F.**

The theory and operation of DC and AC circuits with discrete passive and active components. Included are resistors, capacitors, inductors, diodes, bipolar transistors, field effect transistors, and operational amplifiers. An in-depth analysis of circuit theorems, phasors, differential equations, and simulations predicting the behavior of systems of analog devices will be explored in lecture and laboratory. The use and limitations of common electronics instrumentation such as multimeters, oscilloscopes, and function generators will also be explored. Lecture three hours, laboratory three hours. Corequisite: PHY 3210 or permission of the instructor. [Dual-listed with PHY 5730.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHY 4820. Medical Physics (3).S.**

A study of the application of the basic principles of physics to a selection of medical topics involving human body characteristics and functions and to instrumentation used to diagnose and treat illness and injury. Prerequisite: PHY 1104 or PHY 1151. Lecture three hours.

**PHY 4845. Nanoscience and Technology (3).S.**

A survey of the current state of nanoscience and nanotechnology from both a theoretical and practical standpoint. Topics include, but are not limited to, nano-fabrication, tools (e.g. SEM, STEM, FIB, STM, AFM, etc.), nanomechanics, nanomaterials, Buckyballs and nanotubes, thin films, nano self-assembly, nano-scale heat transfer, thermoelectric devices, and nano-optics. Where applicable, content will be enhanced through direct experience with the available instrumentation. Prerequisite: senior standing in Physics or Chemistry, or consent of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with PHY 5845.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHY 4860. Physical Principles of Electron Microscopy (3).F.**

This course provides an overview of the fundamental principles of scanning electron microscopy, including all electron optical components (electron sources and guns, electron lenses, deflectors, and stigmators) and complete electron optical system physics. This overview is complemented by a thorough investigation of the electron beam-solid interaction physics and the resulting measurable signals. Image formation physics and a wide range of applications including qualitative and quantitative analysis techniques are fully developed in this course. PHY 4860 is accompanied by an optional laboratory course, PHY 4861. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with PHY 5860.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHY 4861. Physical Principles of Electron Microscopy Laboratory (1).F.**

This laboratory provides an introduction to the instrumentation and methods of scanning electron microscopy, including all electron optical components (electron sources and guns, electron lenses, deflectors, and stigmators). Electron beam-solid interaction physics and the resulting measurable signals are investigated. Image formation physics and a wide range of applications including qualitative and quantitative analysis techniques are fully developed in this course. PHY 4861 is accompanied by a required lecture section. Corequisite: PHY 4860. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with PHY 5861.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PHY 4880. Special Topics in Physics (3). On Demand.**

A course devoted to a single topic.

**PHY 4900. Internship (3-12).F;S.**

Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on an S/U basis.

## ASTRONOMY (AST)

**AST 1001. Introductory Astronomy I – The Solar System (4).F.**

*GEN ED: Science Inquiry Perspective (Theme: "Voyages Through the Cosmos")*

Topics to be covered include constellations, telescopes, the sun and moon, planets, asteroids, comets, the origin of the solar system and the search for extra-terrestrial life. The laboratory includes visual observations and electronic imaging of astronomical objects as well as a field trip to Appalachian's Dark Sky Observatory. Lecture three hours, laboratory two hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**AST 1002. Introductory Astronomy II – Stars and Galaxies (4).S.**

*GEN ED: Science Inquiry Perspective (Theme: "Voyages Through the Cosmos")*

A study of astronomical objects located beyond our solar system. Topics to be covered include the structure and evolution of the stars, pulsars, black holes, gaseous nebulae, star clusters, galaxies, quasars and the structure of evolution of the Universe. Night observations of these types of objects will be made. Lecture three hours, laboratory two hours. Prerequisite: AST 1001. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**AST 1011. Introductory Astronomy I – The Solar System Lab (1).F.**

*GEN ED: Science Inquiry Perspective (Theme: "Voyages Through the Cosmos")*

Includes visual observations and electronic imaging of astronomical objects as well as a field trip to Appalachian's Dark Sky Observatory. Laboratory two hours. Prerequisite: 3 credit hours of AST 1001 transferred from another institution.

**AST 1012. Introductory Astronomy II – Stars and Galaxies Lab (1).S.**

*GEN ED: Science Inquiry Perspective (Theme: "Voyages Through the Cosmos")*

Night observations of stars, gaseous nebulae, star clusters, and galaxies will be made as part of a study of astronomical objects located beyond our solar system. Laboratory two hours. Prerequisites: AST 1001 and 3 credit hours of AST 1002 transferred from another institution.

**AST 1050. Astrobiology: Exploring Life in the Universe (3).S.**

This course will introduce students to the field of astrobiology -- the scientific search for life in the Universe. This interdisciplinary course will include aspects of the fields of astronomy, biology, physics, geology and chemistry, as well as history and social interest in the human condition. Topics will include (although not be limited to) the origin of life in the Universe; the evolution of life on Earth; current science missions on searching for life; the search for extraterrestrial intelligence; and human exploration beyond our planet. All topics will stem from a scientific basis, integrating relevant historical and contemporary social and cultural issues. Lectures will

be a mix of slides and video, discussion, and student-led presentation of astrobiology in the news. Credit for AST 1001 or AST 1002 recommended but not required.

**AST 1530–1531. Selected Topics** (1–4). On Demand.

**AST 2001. Observational Astronomy** (3).F.

An introduction to the operation of astronomical instruments and to the acquisition and analysis of astronomical data. Topics to be covered will include, among others, astronomical coordinates and time systems, planning of observational programs, telescope and instrumentation operation and basic digital image analysis. Observations will be conducted at the campus observatory, emphasizing the use of the techniques studied in the lecture. Lecture two hours, laboratory two hours. Prerequisite: AST 1002.

**AST 3001. Techniques in Astronomical Photometry** (3).S. Even-numbered years.

A study of advanced techniques of modern astronomical photometry. Lecture topics include solid state (CCD) imaging hardware, image processing software and techniques, filters and color systems, and CCD aperture photometry. Observations will be conducted at the campus observatory, emphasizing the use of the techniques studied in the lecture. Lecture two hours, laboratory two hours. Prerequisite: AST 2001.

**AST 3002. Techniques in Astronomical Spectroscopy** (3).S. Odd-numbered years.

A study of advanced techniques of modern astronomical spectroscopy. Lecture topics include basic and advanced stellar spectrograph designs, stellar spectral classification, and applications of spectroscopic data to the determination of radial velocities and chemical abundances. Observations will be conducted at the campus observatory, emphasizing the use of the techniques studied in the lecture. Lecture two hours, laboratory two hours. Prerequisite: AST 2001.

**AST 3100. Astrophysics** (3).S. Even-numbered years.

A study of the astrophysical processes which occur in stars, nebulae, and the interstellar medium. Topics to be covered include energy generation and transfer in stars, spectral line formation and stellar structure and evolution. Prerequisites: AST 1002, PHY 1151, MAT 1120.

**AST 3200. Astromechanics** (2). On Demand.

An introduction to classical and modern techniques in the study of orbiting celestial bodies. Lecture topics will include the solution of the 2-body problem with applications to comet orbits, the restricted 3-body problem, and solutions to the n-body problem. Prerequisites: PHY 1103 or PHY 1150; and MAT 1120. Lecture two hours.

**AST 3530-3549. Selected Topics** (1–4). On Demand.

Selected topics courses may be taught on any of a number of special and current topics in astronomy. For instance, Robotic Exploration of the Solar System; Supernovae; Neutron Stars and Black Holes. Prerequisites: AST 1001 and AST 1002.

**AST 3560. Undergraduate Research** (1–3). On Demand.

The student will participate in on-going faculty-directed research. This will include involvement in the solution of a theoretical problem or in experimental work such as the design of an experiment or experimental apparatus, acquisition of data, and/or data reduction and analysis. This course is required for students planning to graduate with departmental honors. For honors credit, the work must also include presentation of the results in a scholarly publication or at a professional meeting. Course may be repeated for a total credit of four semester hours. Graded on an S/U basis.

**AST 4510. Senior Honors Research and Thesis** (1–3). On Demand.

Independent in-depth research and preparation of a thesis on a significant topic in astronomy, directed by a member of the Department of Physics and Astronomy faculty. A thesis is presented orally and in writing to the department. The course grade is determined by the thesis advisor and the departmental honors committee. Required for graduation with honors in physics. Prerequisites: AST 3560 or equivalent, GPA of at least 3.45 overall and in physics and astronomy courses, approval of proposed research topic and methods by the departmental honors committee, and assignment of research thesis advisor during the semester prior to enrollment in this course.

**Wiley F. Smith Department of Psychology (PSY)***James C. Denniston, Chair**Denise M. Martz, Assistant Chair**Yalcin Acikgoz**Cynthia M. Anderson**Mary E. Ballard**Doris G. Bazzini**Hall P. Beck**Shawn M. Bergman**Joshua J. Broman-Fulks**Will H. Canu**Lisa (Grizzard) Curtin**James R. Deni**Christopher A. Dickinson**Lisa J. Emery**Jamie Y. Fearrington**Paul A. Fox**Sandy G. Gagnon**Amy T. Galloway**Robert W. Hill**Timothy J. Huelsman**John Paul Jameson**Pamela Kidder-Ashley**Robyn L. Kondrad**Timothy D. Ludwig**Lindsay C. Masland**Kurt D. Michael**Andrew E. Monroe**Lynn H. Mosteller**Andrew R. Smith**Kenneth M. Steele**Douglas A. Waring**Rose Mary Webb**Twila A. Wingrove**Mark C. Zrull*

The Wiley F. Smith Department of Psychology is the sole agency at Appalachian State University charged with the responsibility for developing, maintaining, and delivering undergraduate and graduate curricula in psychology. The Department is dedicated to the ideal that an understanding of psychological science contributes to a liberal education and forms the foundation for careers in psychology and for other endeavors. Departmental faculty promote intellectual curiosity, critical thinking, and a culture of learning through meaningful educational, scholarly, and service experiences. In support of this mission, the faculty of the Department provide mentoring and collaborative educational experiences, engage in scholarship, and serve the discipline, the university, and the community.

The faculty of the Department of Psychology value:

1. An array of high quality experiences that provide learners with depth and breadth in their education
2. Mentoring students in the discovery of psychological science within the traditional classroom context, the laboratory, and the greater community
3. Scientifically-informed applied experiences
4. Collaborative and interdependent relationships among students, faculty, staff, administration, alumni, and the community, both within psychology and across disciplines
5. Diverse contributions to the Department's mission

**The Bachelor of Arts degree in Psychology (251A/42.0101)**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-ba-251a-2016-2017](http://www.programsofstudy.appstate.edu/psychology-ba-251a-2016-2017)

**The Bachelor of Science degree in Psychology (252\*/42.0101)**

For the Bachelor of Science in Psychology, students must select one of the following concentrations:

**Business concentration (252D):**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-bs-business-252d-2016-2017](http://www.programsofstudy.appstate.edu/psychology-bs-business-252d-2016-2017)

**Health Studies concentration (252E):**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-bs-health-studies-252e-2016-2017](http://www.programsofstudy.appstate.edu/psychology-bs-health-studies-252e-2016-2017)

**Human Services concentration (252F):**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-bs-human-services-252f-2016-2017](http://www.programsofstudy.appstate.edu/psychology-bs-human-services-252f-2016-2017)

**Natural Science concentration (252C):**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-bs-natural-science-252c-2016-2017](http://www.programsofstudy.appstate.edu/psychology-bs-natural-science-252c-2016-2017)

**Social Science concentration (252G):**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-bs-social-science-252g-2016-2017](http://www.programsofstudy.appstate.edu/psychology-bs-social-science-252g-2016-2017)

**Minor in Psychology (275/42.0101) (18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/psychology-minor-275-2016-2017](http://www.programsofstudy.appstate.edu/psychology-minor-275-2016-2017)

### Honors Program in Psychology

The Department of Psychology offers honors courses at the undergraduate level to students who have distinguished academic records and/or are nominated by a faculty member, and are invited by the departmental honors committee. Credit earned in honors courses may be applied toward the major, the minor, or the electives required for graduation. To graduate with "honors in psychology," a student must be recommended by the departmental honors committee and meet the criteria for such consideration: a minimum overall GPA of 3.45; a minimum GPA of 3.5 in psychology courses; and successful completion of the honors sequence. The honors sequence consists of nine semester hours of honors courses, with at least a grade of "B" in each. Six semester hours may be selected from: PSY 1200 (honors), PSY 3511, and PSY 3512. A student may substitute any course that is numbered PSY 3000 or higher, except for PSY 3000, PSY 3100, PSY 3500, PSY 3511, PSY 3512, PSY 3520, PSY 3530-3549, PSY 4001, PSY 4002, PSY 4511, PSY 4512, and PSY 4900, for a course in the honors sequence by satisfactorily completing an honors contract (made between the student and the professor teaching the course). Three semester hours are senior honors thesis courses (PSY 4511 and PSY 4512) to be taken over two semesters. The honors program requires a minimum of three semesters to complete. Honors courses are not offered during summer sessions.

### Master of Arts degrees in Psychology

The Department of Psychology offers a Master of Arts degree in Psychology, General Experimental which requires 33 semester hours including a thesis; a Master of Arts degree in Industrial-Organizational Psychology and Human Resource Management which requires 48 semester hours; and a Master of Arts degree in Clinical Health Psychology which requires 57 semester hours with an optional thesis. The Master of Arts/Specialist degree in School Psychology requires 72 semester hours. Persons interested in any of these degrees are requested to consult the *Graduate Bulletin* for further information.

### Courses of Instruction in Psychology (PSY)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### PSYCHOLOGY HONORS (PSY)

##### **PSY 1200. Psychological Foundations** (3).F;S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

An honors section of PSY 1200. Survey of basic principles and selected topics in psychology. Students will have the opportunity to develop original critical thought in writing and discussion. Enrollment by invitation of the department or by application.

##### **PSY 3511. Honors Colloquium** (3).F.

In depth study of selected topic(s) in psychology, encouraging independent scholarship in writing and discussion. Enrollment is by invitation of the department or by application. May be taken twice if course content is significantly different. Prerequisite: PSY 1200.

##### **PSY 3512. Honors Colloquium** (3).S.

In depth study of selected topic(s) in psychology, encouraging independent scholarship in writing and discussion. Enrollment is by invitation of the department or by application. May be taken twice if course content is significantly different. Prerequisite: PSY 1200.

##### **PSY 4511. Senior Honors Thesis I** (1). On Demand.

Independent study and research leading to proposal of an honors thesis; directed by a member of the psychology department. The student will register for this course during the semester prior to the final semester as an undergraduate. Enrollment by qualified applicants only. Prerequisites: PSY 1200 and successful completion of at least one honors course.

##### **PSY 4512. Senior Honors Thesis II** (2). On Demand.

Independent study and research leading to completion of an honors thesis; directed by a member of the psychology department. The student will register for this course during the final semester as an undergraduate. Enrollment by qualified applicants only. Prerequisite: successful completion of PSY 4511.

#### PSYCHOLOGY (PSY)

##### **PSY 1200. Psychological Foundations** (3).F;S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course will focus on the biological and cognitive foundations of individual behavior, as well as the individual in the social context. Research on psychological phenomena will be reviewed to demonstrate the logic of the scientific method, to foster critical thinking, to identify potential shortcomings in interpretations of behavior (e.g., claims presented in the popular media), and to describe linkages

to everyday experiences (e.g., aesthetic and perceptual judgments, improved studying, friendship and attraction, and development of political attitudes). Students will have the opportunity to learn how to use empirical data to draw sound conclusions about behavior. Finally, connections to other thematic areas of scholarly inquiry within other disciplines will be presented.

**PSY 1530-1549. Selected Topics (1-4).**On Demand.

An examination of one or more topics drawn from or related to an area of psychology. Topics vary from year to year depending on and guided by the interests of faculty and students.

**PSY 2100. Psychology of Parenting (3).**F;S.

*GEN ED: Integrative Learning Experience (Theme: "Social Relations Across Contexts")*

The study of social, multi-cultural, cognitive, and behavioral principles in psychology as applied to the theory and practice of parenting..

**PSY 2200. Careers in Psychology (1).**F;S.

An overview of the various career options in the field of psychology and the educational and training experiences required to pursue these options. Graded on an S/U basis. Prerequisite: PSY 1200.

**PSY 2210. Psychology of Human Growth and Development (3).**F;S.

The study of research and theory of human physical, cognitive, social and emotional development from conception through maturity. Topics include descriptions of typical human development and application of the principles of developmental psychology.

**PSY 2211. Psychology of Personality (3).**F;S.

Basic principles of personality structure, dynamics, development, assessment, and theory are discussed. Consideration is given to environmental and biological determinants of personality. Students who have previously received credit for PSY 3211 may not enroll in or receive credit for PSY 2211.

**PSY 2212. Abnormal Psychology (3).**F;S.

An overview of the major forms of psychological disorders in children and adults. Emphasis is placed on theory and research related to the classification, description, etiology, and treatment of maladaptive behaviors and psychological disorders. Students who have previously received credit for PSY 3212 may not enroll in or receive credit for PSY 2212.

**PSY 2213. Survey of Social Psychology (3).**F;S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Social Relations Across Contexts")*

An overview of the basic principles of social psychology. A survey of the research findings and how they may be applied to real world situations. Students who have previously received credit for PSY 3213 may not enroll in or receive credit for PSY 2213.

**PSY 2305. Psychology of Gender (3).** On Demand.

An examination of selected psychological theories and research of the effects of gender. Emphasis is placed on the cognitive, biological and sociocultural explanations of gender similarities and differences.

**PSY 2500. Independent Study (1-3).**F;S.

Prerequisite: PSY 1200.

**PSY 2700. Behavior Change (3).**F;S.

An introduction to behavior change principles and procedures employed in the helping professions. Instructional and practical experiences focus on the acquisition of communication and problem-solving skills used to manage problem behaviors. Students who have previously received credit for PSY 4700 may not enroll in or receive credit for PSY 2700.

**PSY 3000. Educational Psychology (3).**On Demand.

An overview of the development of the student and an analysis of the principles of classroom learning. Applicable theories of child and adolescent development and major concepts, theories, and research in the acquisition of knowledge and interpersonal social skills are emphasized. Special attention is given to the educational application of these principles. Prerequisite: PSY 1200.

**PSY 3010. Psychology Applied to Teaching (3).**F;S.

This course provides an overview of the development of the student and an analysis of the principles of classroom learning, classroom management, and behavioral guidance. Research-based theories of child and adolescent development and major concepts, theories, and research in the acquisition of knowledge and interpersonal social skills and in the guidance and management of student behavior in the classroom are examined and critiqued. The course introduces students to research and theory on group and individual differences; various types of diversity, including characteristics of students with disabilities and students from culturally and linguistically diverse backgrounds; and foundational concepts and principles of educational assessment and accountability, including the Response to Intervention model. Applications and implications for teaching and learning are emphasized. Forty (40) hours of field experiences

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are required. PSY 3010 may be taken prior to or after admission to teacher education. Prerequisite or corequisite: CI 2300.

**PSY 3100. Research Methods in Psychology (4).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Basic research/design concepts such as variables, confounding, causation, levels of measurement, observational research strategies, experimental design and control procedures, and use of descriptive, correlational and inferential statistics will be introduced. Students will have the opportunity to develop competence in conducting literature reviews, report writing in APA style, data collection and analysis. Lecture three hours, laboratory two hours. Prerequisites: PSY 1200, RC 2001 or its equivalent, and STT 2810 or STT 2820 (with a grade of "C" or higher in STT 2810 or STT 2820). (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PSY 3207. Organizational Psychology (3).F;S.**

A survey of organizational psychology based on classical and contemporary research. Emphasis is placed on the practical application of principles to problems at the micro (individual, interpersonal, and group) and macro (environmental) levels. Prerequisite: PSY 1200.

**PSY 3210. Child and Adolescent Psychology (3).F;S.**

An in-depth consideration of contemporary and classic issues and topics from child and adolescent psychology. Emphasis will be on evaluating theory and research, encouraging both understanding and critical thinking about the literature in developmental psychology. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3211. Personality and Individual Differences (3).F;S.**

An in-depth examination of the principles underlying personality psychology, including genetic and environmental influences in personality development. Emphases will be on understanding the measurement of dimensions of personality and the methods used in personality psychology research by focusing on the current empirical literature. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3212. Psychopathology (3).F;S.**

An in-depth review of the major forms of psychopathological conditions across the lifespan. Emphasis is placed on theory, research, and original empirical readings related to the classification, description, etiology, and treatment of maladaptive behaviors and psychological disorders. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3213. Social Psychology (3).F;S.**

An intensive investigation of core principles in social psychology with thoughtful consideration of basic and applied research in the area as well as application to real world issues. Course will involve empirical readings related to major topical areas in the field. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3214. Principles of Learning (3).F;S.**

A survey of the basic principles, mechanisms, and theories of learned behaviors. Emphasis is placed on basic learning processes associated with Pavlovian and operant conditioning discovered through research with nonhuman animals. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3215. Perception (3).F;S.**

A survey of basic principles and mechanisms of perception. Visual and auditory perceptual systems are emphasized. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3216. Biological Psychology (3).F;S.**

A survey of the physiological, anatomical, and chemical correlates of behavior. Topics will include basic processes associated with these course components as well as discussion of how these processes are related to various neurological disorders. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3217. Cognitive Processes (3).F;S.**

A survey of classical and modern theories of human thought processes as they relate to performance in memory tasks, concept learning, and problem solving. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3218. Adult Development (3).F;S.**

An in-depth examination of development in adulthood, with coverage of physical, social, and psychological change over time. Emphasis will be on evaluating current theory and research, encouraging both understanding and critical thinking about the extant literature on the psychology of adulthood. Prerequisite or corequisite: PSY 3100 or permission of the instructor.

**PSY 3500. Independent Study (1-4).F;S.**

Prerequisite: PSY 1200.

**PSY 3520. Instructional Assistance (1).**F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisites: PSY 1200, must be majoring in psychology, and junior or senior standing. May be repeated for a total credit of three semester hours.

**PSY 3530–3549. Selected Topics (1–4).** On Demand.

In depth examination of specialized areas of psychology. Topics vary from year to year depending upon the interests of students and faculty. Prerequisite: PSY 1200.

**PSY 3653. Health Psychology (3).**F;S.

A survey of major physical disabilities including cardiovascular disease, diabetes, Aids, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology and in prescribing comprehensive treatment. Prerequisite: PSY 1200.

**PSY 4001. Research Assistant (1–3).**F;S.

A supervised experience in which the student does psychological research on a faculty member's project under the direction of a faculty member. Graded on an S/U basis. Prerequisites: PSY 1200 and must be majoring in psychology. May be repeated for a total credit of six semester hours.

**PSY 4002. Supervised Research (1–3).**F;S.

A supervised experience in which the student does psychological research under the direction of a faculty member. The project will be developed by the student in consultation with their supervisor and should be considered the student's project. Prerequisites: PSY 1200, PSY 3100, and must be majoring in psychology. May be repeated for a total of six semester hours credit.

**PSY 4020. Applying to Graduate School (1).**F.

This class is intended for psychology majors to step students through the process of applying to graduate school starting with deciding on what type of program to apply to and ending with a completed application. Also included are other options that exist besides graduate school. Graded on an S/U basis. Prerequisite: PSY 2200.

**PSY 4206. Industrial Psychology (3).**F;S.

A survey of the field of human resource management based on fundamental psychological principles and psychometric theory. Topics considered include job analysis and evaluation, performance appraisal, and personnel selection. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor.

**PSY 4207. Evolutionary Psychology (3).**F;S.

This course examines how human thinking, motivation, behavior, and social relationships can be understood from the perspective that many aspects of human behavior involve sets of processes designed by natural selection to solve adaptive problems faced by our evolutionary ancestors. Key topics may include: problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, social dominance, and how evolutionary theory can provide a unified approach to understanding the different branches of psychology. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor. [Dual-listed with PSY 5207.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PSY 4208. Forensic Psychology (3).**F;S.

An in-depth study of the ways in which psychology and the law interact. Topics will include a study of the way in which researchers and mental health professions contribute to legal issues as well as the ways in which research and mental health practice are governed by the law. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor. [Dual-listed with PSY 5208.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PSY 4211. Personality Laboratory (1).**On Demand.

Practical application of theory and empirical findings in personality psychology. Methods of personality assessment will be critically examined. Students will generate testable hypotheses and design and implement correlational and experimental research studies informed by basic principles of personality theory. Prerequisite: PSY 3100 or permission of instructor. Prerequisite or corequisite: PSY 3211 or permission of the instructor.

**PSY 4213. Social Psychology Laboratory (1).**On Demand.

Lab activities designed to provide experiential learning through hands-on experimental participation in the field of social psychology. Both classic and novel theories will be examined using the scientific method. Students will work from theoretical assumptions to

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generate hypotheses that will be empirically examined. Prerequisite: PSY 3100 or permission of instructor. Prerequisite or corequisite: PSY 3213 or permission of the instructor.

**PSY 4214. Learning Laboratory (1).**On Demand.

A laboratory course designed to establish an understanding of basic procedures used to investigate classical and operant conditioning. Laboratory modules address how various principles of learning (e.g., effects of reinforcement, contiguity, contingency, etc.) affect the acquisition and performance of Pavlovian and operant behavior. Students will conduct research on human and non-human subjects, analyze the obtained data, and summarize their findings in laboratory reports conforming to APA style. Prerequisite: PSY 3100 or permission of instructor. Prerequisite or corequisite: PSY 3214 or permission of the instructor.

**PSY 4215. Perception Laboratory (1).**On Demand.

A laboratory course providing classic and current experimental paradigms used to address questions in the psychology of perception, and exposure to experiment design, data collection and analysis, and report writing. Prerequisite: PSY 3100 or permission of the instructor. Prerequisite or corequisite: PSY 3215 or permission of the instructor.

**PSY 4216. Biological Psychology Laboratory (1).**On Demand.

A laboratory course providing activities in biological psychology including basic neuroanatomy and histology, some laboratory skill training, and exposure to behavioral and neuroscience research methods, experiment design, data collection and analysis, and report writing. Prerequisite: PSY 3100 or permission of the instructor. Prerequisite or corequisite: PSY 3216 or permission of the instructor.

**PSY 4217. Cognitive Psychology Laboratory (1).**On Demand.

A laboratory course providing exposure to classic and current experimental paradigms used to address questions in cognitive psychology, and exposure to experiment design, data collection and analysis, and report writing. Prerequisite: PSY 3100 or permission of the instructor. Prerequisite or corequisite: PSY 3217 or permission of the instructor.

**PSY 4220. Community Psychology (4).**On Demand.

A survey of community psychology principles and practice, including a review of basic community research methodologies. Course will require participation in a community research or program development project. Prerequisite: PSY 3100 Research Methods or permission of the instructor.

**PSY 4562. Psychology of Adulthood and Aging (3).**F;S.

Overview of the Psychology of Aging, with coverage of sensory, cognitive, and socio-emotional changes relevant to applied professions. Emphasis will be on applications of existing theory and research, and on encouraging an understanding of how to understand and interact with adults of all ages. Prerequisite: PSY 1200. [Dual-listed with PSY 5562.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PSY 4640. Seminar in Psychology (3).** On Demand.

In depth analysis and evaluation of a contemporary research issue in psychology. Topics vary from year to year depending upon the interests of students and faculty. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor, and must be majoring or minoring in psychology.

**PSY 4655. Contemporary Issues in Psychology (3).**F;S.

*GEN ED: Capstone Experience*

An investigation and discussion of psychological phenomena using scientific methodology and empirical research to evaluate causal claims, evaluate research, assess validity and engage in critical thinking. A focus of the class will be the use of empirical research literature, as well as oral and written assignments to improve reasoning skills in order for students to become more critical consumers of information from both academic and popular sources. Topics will span multiple areas of psychology. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor.

**PSY 4658. History and Systems of Psychology (3).**F;S.

*GEN ED: Capstone Experience*

An analysis of the philosophical and empirical antecedents of modern psychology and the contemporary systems which emerge from these. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor.

**PSY 4660. Psychological Tests and Measurements (3).**F;S.

An overview of the basic concepts of psychological measurements, strategies used to develop psychological tests, important legal and ethical issues in testing and measurement, as well as relevant historical and theoretical perspectives. Students will be introduced to the uses of psychological tests and measurements in various types of settings, such as clinical, educational, and industrial/organizational. Prerequisite: PSY 3100 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion

of MAT 0010.)

**PSY 4700. Applied Behavior Management (3).S.**

An advanced study of the philosophy, principles, and procedures of applied behavior analysis and a review of selected research. Practical, ethical, and legal constraints on behavioral interventions are considered. Research conducted in institutional, educational and home settings is emphasized. Prerequisites: PSY 1200 and PSY 3100 or permission of the instructor. [Dual-listed with PSY 5800.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**PSY 4905. Fieldwork in Applied Psychology (1-6).F;S.**

The Psychology Internship Program provides students with practical experience in an agency related to psychology and will grant academic credit for satisfactory completion of approved work experience along with internship course requirements. Students can work with organizations that provide an opportunity to gain experience in a supervised role, with responsibilities that are relevant to psychology. The internship must include planned educational objectives, and be approved by the Department of Psychology Internship Coordinator in advance. Prerequisites: PSY 3100 and must be majoring in psychology. Enrollment is by permission of instructor only.

## Department of Sociology (SOC)

*Amy Dellinger Page, Chair*

*Elizabeth L. Davison  
W. Edward Folts  
Ellen C. Lamont  
Cameron D. Lippard  
Martha McCaughey*

*Kenneth B. Muir  
Bradley Nash, Jr.  
Pavel I. Osinsky  
James R. Peacock  
Robert T. Perdue*

*Ed Rosenberg  
Kenneth J. Sanchagrin  
Kelly M. Thames*

The mission of the Department of Sociology is to create a learning environment that promotes a scientific understanding of social life. Through teaching, scholarship, and service, the Department of Sociology provides educational experiences that encourage student to think sociologically about the significance of social structures and processes, multicultural perspectives, and emerging interdependencies among members of the global community. Through a variety of major concentration options, both for undergraduate and graduate students, and both on campus and online, we provide our students with academic programs and varied practical experiences that enhance their understanding and application of sociology and the sociological imagination. The curriculum foci range from local to global, and include recognition and study of the unique social, cultural, and historical features of our geographic region. We encourage and support both basic and applied scholarship by faculty, especially in publishing and presenting scholarly works, and in other activities that enhance professional competence. We endorse research collaboration with our students. We encourage and support faculty participation in service to the university, professional organizations, and local to global communities. As part of a liberal arts education, the Department of Sociology encourages the development of critical thinking, effective communication, responsibilities of community membership, and other transferable skills as part of career preparation. By modeling intellectual curiosity and the resulting acquisition of knowledge, critical thinking, cultivating intercultural competence as part of an overall spirit of inclusion, and engaging ourselves from local to global levels, we endeavor both to become, and help students become, informed and contributing members of society, committed to creating, maintaining and enhancing health, just, and sustainable social structures from micro to macro levels.

### **The Bachelor of Arts degree in Sociology (290A/45.1101)**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-ba-290a-2016-2017](http://www.programsofstudy.appstate.edu/sociology-ba-290a-2016-2017)

### **The Bachelor of Science degree in Sociology (non-teaching) (284\*/45.1101)**

For the Bachelor of Science in Sociology, students must select one of the following concentrations:

#### **Applied Research Methods concentration (284D):**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-bs-applied-research-methods-284d-2016-2017](http://www.programsofstudy.appstate.edu/sociology-bs-applied-research-methods-284d-2016-2017)

#### **Individually Designed concentration (284I):**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-bs-individually-designed-284i-2016-2017](http://www.programsofstudy.appstate.edu/sociology-bs-individually-designed-284i-2016-2017)

#### **Social Inequalities concentration (284K):**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-bs-social-inequalities-284k-2016-2017](http://www.programsofstudy.appstate.edu/sociology-bs-social-inequalities-284k-2016-2017)

#### **Criminology, Deviance and Law concentration (284L):**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-bs-criminology-deviance-and-law-284l-2016-2017](http://www.programsofstudy.appstate.edu/sociology-bs-criminology-deviance-and-law-284l-2016-2017)

#### **Families and Intimate Relationships concentration (284M):**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-bs-families-and-intimate-relationships-284m-2016-2017](http://www.programsofstudy.appstate.edu/sociology-bs-families-and-intimate-relationships-284m-2016-2017)

#### **Sociology of Health and Aging concentration (284N):**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-bs-health-and-aging-284n-2016-2017](http://www.programsofstudy.appstate.edu/sociology-bs-health-and-aging-284n-2016-2017)

### **Minor in Sociology (290/45.1101) (18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/sociology-minor-290-2016-2017](http://www.programsofstudy.appstate.edu/sociology-minor-290-2016-2017)

### **Minor in Gerontology (253/30.1101) (15 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/gerontology-minor-253-2016-2017](http://www.programsofstudy.appstate.edu/gerontology-minor-253-2016-2017)

### Honors Program in Sociology

The Department of Sociology offers an honors program composed of nine semester hours of disciplinary honors work including a three semester hour honors thesis. Disciplinary honors courses will be drawn from designated honors courses offered at the introductory, intermediate and advanced course levels in the department. Enrollment in sociology honors courses is by permission of the departmental honors coordinator. However, to graduate with "honors in sociology," a student must be a major, have maintained an overall grade-point average of 3.4 and an overall sociology grade-point average of 3.4, have no grade less than "B" in any honors-designated course, and have completed a departmental honors thesis.

### Graduate Programs

The Department of Sociology offers graduate certificate programs in Gerontology and Sociology. Students interested in these programs should consult the *Graduate Bulletin* for further information.

### Courses of Instruction in Sociology (SOC)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### SOCIOLOGY (SOC)

##### **SOC 1000. The Sociological Perspective** (3).F;S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course applies the sociological perspective to the experience of individuals within differing social contexts, ranging from interpersonal interactions and small groups to larger organizations and the broader society. Relationships between individuals and their societies are examined with respect to a variety of issues, including socialization processes and cultural diversity; the nature of gender, racial, and other social identities; and institutional settings ranging from the family to the economy and government. Required for majors and minors.

##### **SOC 1100. Social Problems in American Society** (3).F;S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

A survey course which examines the major social problems in America today, such as poverty, racism, sexism, aging, militarism and war, environmental abuse, crime, mental illness, drug abuse and alcoholism.

##### **SOC 1110. Sociology of Intimate Relationships** (3).F;S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Social Relations Across Contexts")*

Sociological perspectives and knowledge concerning intimate relationships, marriage, and family life in American society. General topics include marriage and marital relations; the family as a social institution; intimacy and love; sex, sexuality, and sexual relations; gender relations; singlehood; family dynamics; parenthood and child rearing; family crisis, conflict, and change; and marital separation, divorce, and remarriage.

##### **SOC 1530–1531. Selected Topics** (1–4). On Demand.

This course cannot be applied to the sociology major or minor or applied to general education requirements.

##### **SOC 2020. Social Deviance** (3).F;S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course explores the social construction of deviance and the social causes of and explanations for deviant behavior. The course emphasizes theoretical explanations of social deviation illustrated with substantive examples as they occur in a social context.

##### **SOC 2040. Popular Culture** (3).S. Alternate years.

Examines the nature and use of popular culture, and the popular forms of everyday life in America, including popular beliefs, popular images of objects and people, popular events and rituals, and the popular arts. Among topics considered are soap operas, sports, rock and popular music, movies, plays, art, comics, fashions, popular literature, and other forms of mass-mediated culture.

##### **SOC 2050. Social Diversity and Inequalities** (3).S.

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

This course utilizes intersectionality as a conceptual anchor to examine the social diversity, inequality, and power differentials that exist with the United States and abroad. Among the topics covered are how such social identities of race, ethnicity, gender, social class, sexuality, religion, nationality, region, and other social statuses are related to social stratification, intergroup relations, and other social patterns. Discussion centers on how these socially-constructed statuses provide rationales for privilege and oppression and their relationship to the structural distribution of power and control across contexts.



**SOC 2060. Religion and Society (3).F.** Alternate years.

A general introduction to a sociological perspective on religion. Examines the social meaning and consequences of religion in both its religious and secular roles in modern society.

**SOC 2500. Independent Study (1–4).F;S.**

**SOC 2700. Sociology of Sport (3).S.**

This course examines the social significance of sport. Attention will focus on sport as an institution, social process, and its relation to social organization, race, gender, class, and major institutions such as family, education, mass media, government and economics. Students will be provided with an understanding of the impact of sport on culture and vice versa.

**SOC 2850. Constructions of Gender (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

Introduction to current sociological perspectives on gender, with an emphasis on the U.S. Examines the ways gender shapes individuals, intersects with class, race/ethnicity, and sexuality, and how constructions of gender contribute to and reflect inequality in society.

**SOC 3100. Gerontology (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course will provide a broad overview of the physical, psychological, social, and cultural aspects of aging. Major concepts, issues, and current research on aging will be analyzed, and current and proposed federal, state, and local programs impinging on the aged will be examined.

**SOC 3150. Environmental Sociology (3).F.**

Sociological examination of the relationships between society and the environment. Special attention is given to the respective roles economic systems, race, gender, culture and other social factors play in fostering or limiting environmental degradation.

**SOC 3320. Conflict Resolution, Reconciliation, and Peace (3).F.**

Investigates theories of societal conflict, the conditions under which conflict leads to violence, and the techniques of peace and reconciliation used in local and global contexts to show theory in practice.

**SOC 3340. Criminology (3).F;S.**

Study of origins and purposes of criminal law; survey of the various theoretical approaches to the study of crime causation; examination of various categories of criminal behavior including violent crime, occupational crime, political crime, criminal sexuality; and an overview of the criminal justice system which seeks to deter, convict and punish offenders.

**SOC 3350. Corrections (3).F.**

A study of current social problems and legal disputes related to the adult correctional system as a part of the larger adult criminal justice system. Topics covered include disparities traceable to gender, race/ethnicity, and sexuality within the criminal justice system, the proliferation of private prisons, local and global policing issues, and alternative forms of corrections, such as restorative justice, drug courts, and correctional boot camps.

**SOC 3360. Juvenile Delinquency (3).S.**

A study of the history and development of the juvenile correctional system as part of the larger juvenile justice system. Includes definitions of delinquency, a survey of various theoretical approaches to delinquency causation and punishment, a comparison of the juvenile and adult systems of correction and an overview of the special problems of juvenile offenders.

**SOC 3370. Sexual Deviance and Violence (3).S.**

Examines the cultural and historical contexts of sexual attitudes and behavior, the definition of deviance, theories of deviance, and specific forms of sexually deviant behavior. Treatment strategies are considered.

**SOC 3500. Independent Study (1–4).F;S.**

**SOC 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**SOC 3530–3549. Selected Topics (1–4). On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the sociology curriculum. May be repeated for credit when content does not duplicate.

**SOC 3550. Sociology of Work and Organizations (3).F.**

An examination of the social context of work and related organizations, including issues pertaining to job satisfaction, organizational structure and dynamics, managerial strategies and leadership, and the nature of occupations and professions. The impact of contemporary social transformations such as labor force diversity, technological development, and economic globalization are also analyzed.

**SOC 3600. Medical Sociology (3).F.**

A study of health care, medical settings, and the medical professions. Includes the creation and epidemiology of disease and illness, the structure of the health care industry, doctor-patient interaction, and major health care problems.

**SOC 3710. Sociology of Appalachian Communities (3).S.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

This course examines Appalachian communities from the sociological perspective, with a focus on how the region gives rise to a unique configuration of cultural, institutional, and other social practices. Specific attention is also given to the differences between urban and rural Appalachian communities, as well as the complex relationships Appalachia has with the broader component of American society.

**SOC 3750. Propaganda, Media and Society (3).F.**

This course will focus on the processes and effects of mass media in the United States from a sociological perspective. It will analyze the effect of the media on human groups and behavior and how media interacts with social organizations such as family, education, and government. The historical development of the media as it relates to socialization patterns and racial and sexual diversity will be explored and the media's function as a means of propaganda in the U.S. will be analyzed.

**SOC 3800. Sociology of War (3).F.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "War and Peace")*

A study of the sociological effects of war on individuals, families, and communities. Topics that are covered include military conscription and the draft, the role of minorities in the military, pro-war and anti-war movements, readjustment problems of veterans, war crimes, the portrayal of war in film and music, ethnocentrism and cultural differences, general causes of war and conflict resolution.

**SOC 3885. Research Methods I (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Relationship of theory to research; research design, sampling procedures, application of research methodologies. Required of majors. Prerequisites: six semester hours in sociology, including SOC 1000; and RC 2001 or its equivalent.

**SOC 3890. Research Assistance (1). On Demand.**

Supervised involvement in faculty research project. May be repeated for a total credit of three semester hours. Graded on an S/U basis.

**SOC 3895. Research Methods II (3).F;S.**

Data preparation and analysis, computer applications, presentation and interpretation of findings. Required of majors. Prerequisite: SOC 3885 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**SOC 3950. Sociological Theory I (3).F;S.**

This course examines the major theories that have contributed the most to our understanding of social behavior and human relationships. The course covers the early history of sociology. Required of majors. Prerequisite: six semester hours in sociology, including SOC 1000.

**SOC 3960. Sociological Theory II (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course examines the major theories that have contributed the most to our understanding of social behavior and human relationships. The course covers contemporary theories and recent trends. Required of majors. Prerequisites: SOC 1000 and SOC 3950.

**SOC 4150. Sociology of Law (3).F.**

This course is an introduction to the sociology of law. The primary focus of this course is the sociological perspective on laws and their application in the modern world. Special emphasis will be placed on the interplay between laws and social institutions and on laws contributing to the distinctive characteristics of the modern world.

**SOC 4250. Social Movements (3).F.Alternate years.**

A conceptual and substantive study of collective action and social change efforts in contemporary society. The internal organization and strategies of social movements, as well as the political and societal responses they facilitate, are also analyzed.

**SOC 4340. Punishment and Social Control (3).F.**

Offers an in-depth study of the use, justification, and consequences of formal criminal punishment as well as informal social control. Topics covered include theories of criminal punishment, the rise of mass incarceration and the prison-industrial complex, non-institutional community-based approaches to punishment, consequences of different punishment practices, the rise of surveillance, and comparisons of approaches to punishment and social control across different countries and societies. Prerequisite: SOC 3340.

**SOC 4350. Constructing Bodies and Sexualities (3).F;S.**

This course examines the social construction of bodies and the way in which those constructions inform our conceptions of sexuality and procreation. In addition, the course examines how research on sexuality and sexual orientation is conducted and the unique ethical concerns and methodological challenges in researching sexuality. Social policies relevant to bodies and sexualities are also covered. Prerequisite: SOC 2850.

**SOC 4390. Applied Sociology Seminar (3).F;S.**

This course is REQUIRED prior to taking SOC 4900 (Internship). Topics include: (1) an introduction to applied sociology, (2) the history, value and rationale of experiential learning, (3) personal values discovery and skills assessment, (4) exploring career options requiring sociological skills, (5) developing job seeking skills and preparing for an internship, (6) learning to turn academic education into job transferable skills, and (7) applying sociological skills in the work environment. Prerequisite: six semester hours in sociology, including SOC 1000.

**SOC 4450. Senior Seminar (3).F;S.**

*GEN ED: Capstone Experience*

Synthesis, application, and evaluation of sociological perspectives to enhance the understanding of sociology, social behavior, and social issues. Consideration of major theoretical and methodological approaches in sociology and application of the sociological imagination, principles, and concepts to everyday life. Emphasis on the development of critical and analytical thinking skills. Required of majors. Prerequisites: SOC 3885, SOC 3895, SOC 3950, and SOC 3960.

**SOC 4510. Senior Honors Thesis (3).On Demand.**

Independent study and research. Honors thesis directed by a member of the Department of Sociology. Prerequisites: completion of six semester hours of departmental honors work and permission of the departmental honors coordinator.

**SOC 4530-4549. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided in the sociology curriculum. May be repeated for credit when content does not duplicate.

**SOC 4560. Race and Ethnicity (3).F.**

*GEN ED: Historical and Social Perspective (Theme: "Cultural Diversity")*

Critically examines how race and ethnicity are socially constructed, defined, and perpetuated throughout social institutions. Utilizes sociological theories and current research that demonstrate the extent of racial/ethnic inequalities. Social justice efforts to reduce racial and ethnic inequalities are also addressed. [Dual-listed with SOC 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SOC 4600. Political Sociology (3).F.Alternate years.**

Explores power, politics, the state, civil society, culture, networks, political regimes, and contemporary political processes from comparative-historical and global perspectives.

**SOC 4650. Women, Crime, and the Justice System (3). S.**

Overview of women's experiences with crime and the criminal justice system with reference to experiences of men for purposes of comparison. Topics covered include the roles of race, ethnicity, and poverty in women's experiences; theories of crime; inequalities in police citizen interactions; imprisonment; gendered perceptions held by corrections agents; and other aspects of the criminal justice system experience. Prerequisite: SOC 3340.

**SOC 4750. Wealth, Power, and Privilege (3).S.**

Examines the theories and consequences of the unequal distribution of wealth, power, and privilege. Focuses on how institutions manifest and support stratification, including political power, work, family, and education.

**SOC 4800. Sociology of Families (3).S.**

Examines current sociological perspectives on families, with an emphasis on recent U.S. family trends. Explores the consequences of social, political, and economic change for family life. Focuses on current debates over contemporary family well-being, including changing meanings of family, transformations in gender roles, work/family conflicts, economic instability, and the effects of public policy on family life. Prerequisite: SOC 1110 and junior standing.

**SOC 4850. Global Sociology (3).S.**

Examines contemporary processes and controversies of globalization with a primary focus on economic, political, cultural, and environmental dimensions of these transformations. (Global Learning Opportunity course)

**SOC 4900. Internship (3-6).F;S.**

Supervised placement in a setting which provides an opportunity for students to observe and practice sociological skills. Graded on an S/U basis. Prerequisites: SOC 4390 and completion of 90 semester hours of coursework, including 18 semester hours of sociology coursework, with a minimum overall GPA of 2.0.

## Watauga Residential College

Clark Maddux, Director

[www.watauga.appstate.edu](http://www.watauga.appstate.edu)

Watauga Residential College is an interdisciplinary, alternative general education program located in the Living Learning Center (LLC). Watauga pursues its mission through a sequenced, experiential curriculum that incorporates community-based research and multicultural immersion, consciously connecting students' academic, social, cultural, and residential experiences. The curriculum and community create an atmosphere of discovery that blends academic accomplishments with an understanding of the responsibilities of community membership.

Watauga Residential College is structured to develop students' expertise in the three dimensions of knowledge, skills, and competency. Knowledge comes from a full understanding of and the ability to synthesize information after assessing its relevance and quality. Skills are based on the appropriate methods of searching, assembling, demonstrating, and communicating knowledge and practice. Competency is broadly defined as the ability to combine knowledge, practical skills, and the social understanding and behaviors necessary to be a fully functioning member of a community at many levels, from the individual to the small work group to the larger community. The program takes a holistic approach to living and learning, emphasizing the academic and social community through collaborative team teaching and shared co-curricular activities and modeling a way of being that includes but surpasses academic excellence.

Students coordinate their courses in Watauga with Appalachian's General Education requirements, with classes in their major, and with electives. Watauga classes fit a variety of formats: lectures, smaller discussion sections, small project groups, linked classes, and trips beyond the classroom, providing many different approaches for comprehensive learning, ensuring that one or more of these formats will be ideally suited to a diverse population of students. These classes require students to be active participants in all phases of learning—listening, discussing, questioning, researching, and collaborating on group projects.

The residential component, and the resulting community, both complement and support Watauga's academic mission. The bonding among faculty, staff, and students is a natural result of shared academic work, community-based research, collaborative group projects, and the necessary involvement of all residents in the dynamics of a residence hall that is to an extent self-governing. The Watauga community provides an identity for all students in the program and is the basis upon which all activities, from the structured to the spontaneous, take place. At the same time, students remain free to pursue their choice of a major and to enjoy a wide range of student activities offered by Appalachian, including intramurals, service clubs, student government, fraternities and sororities. Watauga Residential College offers the benefits of a small, close-knit academic community within the broad range of opportunities available at a comprehensive university.

All Watauga freshmen live in the Living Learning Center, sharing this space with future educators, international exchange and degree-seeking students, and members of the Language and Culture Community, as well as upper-class students in all four programs. Because of the proximity of faculty offices, classrooms, kitchens, and lounges, as well as a music room, library, and vegetable garden (The Edible Schoolyard), residents of the LLC and program faculty frequently interact at all levels from the social to the academic.

Watauga Residential College attracts a diverse group of students from a variety of ethnic, political, religious, and geographic backgrounds. Computer enthusiasts and creative writers, artists and scientists, actors and activists, entrepreneurs and missionaries all feel equally at home in Watauga.

### **Minor in Experiential, Integrative Learning (148/24.0199) (15 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/experiential-integrative-learning-minor-148-2016-2017](http://www.programsofstudy.appstate.edu/experiential-integrative-learning-minor-148-2016-2017)

A Minor in Experiential, Integrative Learning consists of 15 semester hours of WRC coursework. A minimum of 9 hours must be completed "in residence" at Appalachian State University. 9 hours must be WRC courses at the 2000 level or above; 3 of the 15 hours must be WRC courses at the 3000 level or above; and a 3 hour capstone course is required.

This minor is open to any student in the University regardless of their major or their enrollment in Watauga Residential College. Courses that are cross-listed between WRC and another department may count when the transcript records the other department (e.g., IDS 2302).

### **How to Apply for the Individual Experiential Option:**

Consult with the Watauga Residential College Program Director to identify the capstone experience prior to completion of 60 semester hours. The Capstone Proposal Form must be submitted by the end of September for a spring experience and by the end of February for a summer or fall experience.

### **Electronic Portfolio:**

Compile all certificate documents into an electronic application portfolio. Submit this portfolio to the WGC Director at the completion of the required 21 hours, with the following documents:

- Research paper and file of presentation for both WRC 1103 and WRC 1104

Final paper/project 2000 level courses and Capstone experience

Documentation of service (20-hour minimum)

Reflective essay on the Watauga experience

Written Capstone Proposal for Independent Experiential Option (if required)

- The portfolio must be submitted by November 1 for December graduation of the same year; by April 1 for May/August graduation of the same year. This portfolio will be reviewed by the Watauga Residential College Core Faculty.

## Courses of Instruction - Watauga Residential College (WRC)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### WATAUGA RESIDENTIAL COLLEGE (WRC)

#### **WRC 1010. Introduction to Mathematics for WRC** (4).F;S.

*GEN ED: Quantitative Literacy*

A course in mathematical problem solving for students who are not required to take calculus. Emphasis is on the development of students' quantitative literacy and number sense rather than computational drill. Computational tools such as spreadsheets will be used to solve a variety of real world problems. All sections cover basic consumer statistics and probability, with additional topics drawn from a variety of fields such as art, music, finance, physical or biological science, geometry, cryptology, measurement, and election theory. Not open to students who are enrolled in or have credit for MAT 1010, MAT 1020, MAT 1030, or MAT 1110. Students may not receive credit for both WRC 1010 and MAT 1010 or MAT 1020. Prerequisite: passing the math placement test or MAT 0010.

#### **WRC 1103. Investigations: Local** (6).F. *Priority enrollment given to Watauga Residential College students.*

*GEN ED: First Year Writing*

An experiential, interdisciplinary study in the humanities and social sciences of significant local issues (historical, economic, social, cultural, ideological, aesthetic) and their relationships with regional, national, and global issues.

#### **WRC 1104. Investigations: Global** (6).S. *Priority enrollment given to Watauga Residential College students.*

*GEN ED: Liberal Studies Experience*

An experiential, interdisciplinary study in the humanities and social sciences of significant global issues (historical, economic, social, cultural, ideological, aesthetic) and their relationships with local, regional, and national issues.

#### **WRC 2001. 28607: Days in the Life** (3).F;S.

*GEN ED: Second Year Writing*

This course introduces students to writing across the curriculum. Students write in different genres for different academic communities, read a variety of academic texts rhetorically, and analyze the writing conventions of various academic communities. Prerequisites: completion of 30 semester hours of credit including WRC 1103; OR, completion of 30 semester hours of credit including RC 1000 and either UCO 1200 or HON 1515.

#### **WRC 2201. Hearing Voices: Inquiry in Literature** (3).F.

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Experiencing Inquiry: How to Ask Questions")*

A study of how literary inquiry is conducted. What is literature? For whom is literature created? How do different types of literature (poetry, essays, novels, etc.) impact our daily lives? Students will participate in experiential learning exercises and will present their findings in undergraduate research symposiums. Course topics will vary.

#### **WRC 2202. What If? Asking Historical Questions** (3).S.

*GEN ED: Historical Studies Designation; Integrative Learning Experience (Theme: "Experiencing Inquiry: How to Ask Questions")*

A study of how historical inquiry is conducted. What does it mean for a fact to be judged either historical, or historically accurate? What is the role of narrative in the construction of history? How is historical evidence produced, judged, and curated? Students will participate in experiential learning exercises and present their findings in undergraduate research symposiums. Course topics of study will vary.

#### **WRC 2203. Peer Leader** (1).F;S.

The performance of academic service within Watauga Residential College, including but not limited to classroom and research assistance.

#### **WRC 2302. Freudian Dreams and Cultural Analysis** (3).S.

*GEN ED: Liberal Studies Experience*

This course will introduce Freud's theories through his own writings, including his classic, *The Interpretation of Dreams*, and will



explore the ways in which psychoanalysis helps illuminate and explain art, literature, film, and culture. (Same as IDS 2302.)

**WRC 2400. Masterpieces of Latin American Art (3).F.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Las Americas")*

This course introduces students to Latin America through classics in fine art and literature as well as artesanías (cultural arts) such as weavings, carvings, masks, and confection arts. Students develop an appreciation for the rich cultural legacies through experiential learning, text, digital media, and film culminating in a final investigative project.

**WRC 2401. Disciplined Cultural Practice (3).F;S.**

*GEN ED: Liberal Studies Experience*

This course examines the discipline and theory of somatic practices and their cultural forms. The history, cultural, and artistic development of a particular martial art or somatic modality will be examined. Components of music, movement, song, traditions, rituals, and the art of mind-body connection, as well as individual practitioners, authors, and theorists of the specific modality will be studied. Students will be required to conduct daily, disciplined practice in the subject of the course and demonstrate improvement in the exercise of a somatic practice. Each section will concentrate on a single practice, including but not limited to: Capoeira, Yoga, or Tai-Chi. May be repeated two times for credit when content does not duplicate.

**WRC 2403. The Practice of Poetry (3).F.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

This course will introduce students to the basics of poetry writing. An important component of the course will be careful readings and analyses of the poems in our text and other poems provided through public domain and other venues. Approximately half of class time will be spent workshopping student poems and students will also engage in in-class writing assignments. The class will also provide students with an overall historical context for poetry: its scope; trends; its development, especially during the 20th Century; its "schools" and leading practitioners; and various "kinds" of poetry, including formalism and free verse.

**WRC 2500. Independent Study (1-4).F;S.**

**WRC 2530-2549. Selected Topics (1-4).On Demand.**

**WRC 3000. Interrogating Popular Culture (3).S.**

*GEN ED: Social Sciences Designation; Integrative Learning Experience: Experiencing Inquiry: How to Ask Questions*

An exploration of various social science methods (including textual content analysis, cross-cultural comparison, interview and participant observation) for understanding the deeper meaning and social significance of globally diverse products of popular culture. Students will explore a variety of social science concepts derived from anthropology, sociology, folkloristics, gender and ethnic studies, feminism, and deconstruction, while gaining media awareness and research skills.

**WRC 3203. Why Art? Ways of Responding to the World Around Us (3).F.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Experiencing Inquiry: How to Ask Questions")*

An interdisciplinary exploration of creative responses to the natural world and constructed environments. Artistic forms studied may include visual art, dance, drama, poetry, music, puppetry, or film.

**WRC 3210 Poverty: Theory and Practice (3).S.**

*GEN ED: Liberal Studies Experience*

This course introduces students to the theories and history of poverty, with an emphasis on learning the historical and social contexts of poverty through experiential or service-learning. (Same as HIS 3210).

**WRC 3401. Myth and Meaning (3).F.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

A study of the meaning and experience of myth from ancient to modern times; students will examine definitions of myth, their structures and applications, and themes and implications. Special attention is paid to myths of creation, myth and dreams, and questions of meaning based on how we understand myths.

**WRC 3402. Work as Art and Creative Expression (3).S.**

*GEN ED: Liberal Studies Experience*

A study of nonfiction prose centered around issues of how Americans construe and value work and manual labor. Students will read, discuss, write about, and conduct primary and secondary research related to local artisans and workers.

**WRC 3403. A Walk in Beauty (3).S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

A study of the art, philosophy, history, and geography of a culture through immersion. The course incorporates conceptual, experiential,

and service-learning structures. A field experience accompanies this course. May be repeated two times for credit when content does not duplicate.

**WRC 3500. Independent Study** (1–4).F;S.

**WRC 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**WRC 3525. Pedagogy of Investigations** (2).F;S.

An examination of pedagogical issues that arise in experiential learning. Students will respond in writing to issues emerging from their experiences as peer leaders or instructional assistants. Prerequisites: WRC 1103 and WRC 1104, or their equivalents, and WRC 2201, or its equivalent. Corequisites: WRC 2203 or WRC 3520.

**WRC 3530–3549. Selected Topics** (1–4).On Demand.

**WRC 3665: Black Mountain College** (3). F.

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

This writing intensive course will examine the phenomenon of Black Mountain College: an experimental academic adventure launched in the rural Swannanoa Valley of the North Carolina Mountains. Students will explore the history of BMC, study the writers who lived, taught, and visited the college, and examine the continuing influence of BMC. Students will also consider what it means to be in control of their own learning.

**WRC 4001. Seminar in Experiential, Integrative Learning** (3).F;S.

A senior capstone experience on Watauga Residential College, with an emphasis on demonstrated understanding of the College in relation to the history of residential colleges and on the development of projects or procedures to improve the residential college experience for future students. This course is the culminating course of the Minor in Experiential, Integrative Learning. Instructor permission required.

## The John A. Walker College of Business

Heather Hulburt Norris, Dean

Samuel K. Formby, Associate Dean for Undergraduate Programs and Administration

Sandra A. Vannoy, Associate Dean for Graduate Programs and Research

Martin B. Meznar, Associate Dean for International Programs and Assessment

### Mission

The Walker College of Business offers undergraduate and master's level business programs at Appalachian State University, a public, comprehensive university in the University of North Carolina system of higher education. Our mission is to offer high quality educational experiences preparing our students to be responsible, effective leaders and professionals in a rapidly changing, global environment. To accomplish this, our focus is on instructional excellence, complemented by scholarship in practice, theory and pedagogy, and service activities that benefit the business discipline and the broader community.

### Vision

The Walker College of Business aspires to have nationally recognized undergraduate business programs and select graduate programs with strong regional reputations.

### Values

In fulfilling our mission and pursuing our vision, the college will:

- Support a commitment to honesty, integrity, and ethical behavior
- Seek quality, innovation, and efficiency in our efforts
- Cultivate meaningful student-faculty relationships so that each can learn, grow, and be fulfilled in their work
- Provide opportunities for multicultural learning and experiences
- Maintain a supportive, collegial learning environment that respects individuals and their uniqueness, preserves academic freedom, and promotes interdisciplinary efforts

### Departments

The Walker College of Business consists of the following six departments:

Accounting	Finance, Banking and Insurance
Computer Information Systems and Supply Chain Management	Management
Economics	Marketing

*NOTE: Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

### Degrees Offered

Through the Walker College of Business, students can obtain the following degrees:

1. Bachelor of Science in Business Administration (BSBA), with majors in Accounting; Computer Information Systems; Economics; Finance and Banking; Hospitality and Tourism Management; International Business; Management; Marketing; Risk Management and Insurance; Supply Chain Management
2. Bachelor of Arts in Economics (BA)
3. Master of Business Administration (MBA)
4. Master of Science (MS) in Accounting
4. Master of Science (MS) in Applied Data Analytics

### Academic Advising Services

Academic Advising for declared business majors and Bachelor of Arts in Economics majors is available through the College of Business Undergraduate Advising Center in 2126 Peacock Hall. Students should visit the College of Business Undergraduate Advising website ([www.advising.business.appstate.edu/](http://www.advising.business.appstate.edu/)) to make arrangements to meet with an advisor once their records have been transferred to the College of Business.

Declared business majors and Bachelor of Arts in Economics majors who want to change/add/delete a business major or any minor/certificate must meet with a business advisor to begin the process. Students pursuing a major in another degree granting college

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who want to change/add a business major must also meet with a business advisor to begin this process.

Students are not assigned a specific advisor but rather may sign up to see any available advisor; however, neither advisement by a representative of the College of Business nor transference of records to the College constitutes admission to the College.

Although academic advising is available for all students, the final responsibility for meeting requirements for graduation remains with the student. Students should arrange to have a **senior check** the semester before expected graduation (or the semester prior to the last semester of course work for students planning an internship or study abroad during their last semester). Students must apply to graduate through their AppalNet accounts. Graduation application deadlines are provided by the Registrar's Office.

## Declaring a Business Major and Admission to the Walker College Of Business

To officially declare a business major and transfer records to the Walker College of Business, a student must meet the following requirements:

1. Obtain credit for at least 30 semester hours
2. Obtain a cumulative grade-point average of at least 2.0
3. Obtain credit for RC 1000 or an equivalent course and obtain credit for or be currently enrolled in UCO 1200 or an equivalent course if not waived by the University
4. Complete the online major declaration form through University College or, if enrolled in a degree granting college, meet with a business advisor in the Walker College of Business.

To be admitted to the Walker College of Business, a student must:

1. Obtain credit for at least 60 semester hours
2. Obtain a cumulative grade-point average of at least 2.5 based on at least twelve graded semester hours at Appalachian State University
3. Remove all grades of "I" (incomplete) from her/his academic record. Students with outstanding grades of "I" will NOT be admitted to the Walker College of Business.
4. Obtain credit for RC 1000 and RC 2001 or equivalent courses with a minimum grade of "C" in each
5. Obtain credit for MAT 1035 with a minimum grade of "C-" (MAT 1030 or MAT 1110 can substitute)
6. Obtain credit for the following College of Business lower level core courses with an overall grade-point average of at least 2.0 and a minimum grade of "C-" in each course: ACC 2100, ACC 2110, ECO 2030, ECO 2040, ECO 2100, LAW 2150 (STT 2810 or STT 2820 can substitute for ECO 2100.)
7. Demonstrate Computer Proficiency by passing either a College of Business Basic Computer Skills Test or CIS 1026 with a minimum grade of "C-".
8. Completion of BUS 2000 with a grade of "S" (satisfactory).

## Special Note About Enrollment in Upper Level Business Courses

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## Bachelor of Science in Business Administration (BSBA)

In order for a student to earn the Bachelor of Science in Business Administration degree, the following requirements must be met:

1. Satisfy all of the Walker College of Business admission requirements listed above.
2. Complete a minimum of 122 semester hours (125 s.h. for the BSBA degree in International Business).
3. Meet the following grade-point average requirement:
  - — All majors are required to obtain a cumulative grade-point average of at least 2.5 in order to be admitted to the College

of Business.

- All majors are required to obtain a grade-point average of at least 2.0 in the courses in the additional business core in order to graduate.
  - Accounting majors are required to obtain a minimum GPA of 2.0 in the 27 semester hours of required courses and major electives in the Accounting major. This does not include ACC 2100 or ACC 2110, which are business core courses, or any course taken to fulfill a 3000/4000 level COB elective.
  - Computer Information Systems majors must obtain a minimum GPA of 2.5 in the 24 semester hours of required courses and major electives in the Computer Information Systems major. This does not include CIS 2050, which is a business core course, or any course taken to fulfill a 3000/4000 level COB elective.
  - Economics majors must obtain a minimum average GPA of 2.0 in the 15 hours of required courses and major electives in the Economics major. This does not include ECO 2030, ECO 2040, ECO 2100 or ECO 2200, which are business core courses, or any course taken to fulfill a 3000/4000 level COB elective.
  - Finance and Banking majors must obtain a minimum average GPA of 2.0 in the 24 hours of required courses and major electives in the Finance and Banking major. This does not include FIN 3680, which is a business core course, or any course taken to fulfill a 3000/4000 level COB elective.
  - Hospitality and Tourism Management majors must obtain a minimum average GPA of 2.0 in the 30 hours of required courses and major electives in the Hospitality and Tourism Management major. This does not include MGT 3630 or MGT 4750, which are business core courses, or any course taken to fulfill a 3000/4000 level COB elective.
  - International Business majors must obtain a minimum average GPA of 2.0 in the 18 hours of required courses and IB major electives in the International Business major. The IB major GPA does not include any course taken to fulfill a 3000/4000 level approved elective. International Business majors are also required to obtain a 2.0 grade-point average in the 15 semester hours of foreign language required in the BSBA degree in International Business in order to graduate.
  - Management majors must obtain a minimum average GPA of 2.0 in the 24 hours of required courses and major electives in the Management major. This does not include MGT 3630 or MGT 4750, which are business core courses, or any course taken to fulfill a 3000/4000 level COB elective.
  - Marketing majors must obtain a minimum GPA of 2.0 in the 21 semester hours of required courses and major electives in the Marketing major. This does not include MKT 3050, which is a business core course, or any course taken to fulfill a 3000/4000 level COB elective.
  - Risk Management & Insurance majors must obtain a minimum average GPA of 2.0 in the 21 hours of required courses and major electives in the Risk Management and Insurance major. This does not include FIN 3680, which is a business core course, or any course taken to fulfill a 3000/4000 level COB elective.
4. Obtain credit for the University-wide general education curriculum. Students can count ECO 2030 and ECO 2040 (Liberal Studies requirement), MAT 1035 and one hour of ECO 2100 (Quantitative Literacy courses), BE 3340 or ENG 3100 [Junior Writing in the Discipline (WID) courses], and BUS 4000 (Senior Capstone Experience in the major) in both general education and major requirements.
  5. Obtain credit for the following 25 semester hours of additional core courses with a 2.0 average: ECO 2200, BE 3340 (WID) or ENG 3100 (WID), CIS 2050, FIN 3680, MGT 3630, MKT 3050, SCM 3650, MGT 4750, and BUS 4000 (CAP)
  6. Fulfill a Global Issues requirement through one of the following:
    - a semester-long study abroad for credit
    - a business summer study abroad with at least 3 semester hours of credit
    - a full-time (400-hour minimum) internship abroad for credit, or
    - an international business class (ACC 3590, ACC 4730, BUS 4065, CIS 3620, ECO 3410, ECO 3430, ECO 4640, ENT 3190, ENT 3600, FIN 3350, FIN 4750, FIN 4800, MGT 3670, MGT 3800, MKT 4550, SCM 3680, SCM 3690, or other as approved by the Associate Dean for International Programs in the College of Business)
    - a foreign language course at or above the 3000 level
  7. Obtain credit for 27-39 semester hours of major requirements including business electives (refer to the program of study).
  8. Obtain credit for 5-15 semester hours of electives as required for the specific major (refer to the program of study).
  9. A minor is not required for the BSBA degree (except for the BSBA in International Business, which requires either a minor in an approved foreign language, or a minimum of 15 semester hours at the 2000 level or above in the selected language if no minor is available at ASU); however, a business major may minor in any of the following:
    - any minor outside of the College of Business
    - Computer Information Systems (except Computer Information Systems majors)
    - Hospitality and Tourism Management (except Hospitality and Tourism Management majors)
    - International Business (except International Business majors)
    - Marketing Professional Selling (except Marketing: Sales majors)

- Supply Chain Management (except Supply Chain Management majors)
  - Advanced Entrepreneurship, Employee Benefits, Human Resource Management, Supply Chain Management, Sustainable Business
10. Completion of all University residency requirements. At least 50 percent of the business credit hours required for the BSBA degree must be completed IN RESIDENCE at Appalachian
  11. Compliance with regulations concerning the settlement of all expense accounts
  12. Recommendation of the faculty

## **Bachelor of Arts Degree (BA)**

The Bachelor of Arts degree in Economics is a non business major offered through the Walker College of Business.

### **The Bachelor of Arts degree in Economics (315\*/45.0601)**

Students must select one of the following concentrations:

#### **Environmental Economics and Policy concentration (315B)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-environmental-economics-and-policy-315b-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-environmental-economics-and-policy-315b-2016-2017)

#### **General Economics concentration(315C)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-general-economics-315c-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-general-economics-315c-2016-2017)

#### **International Economics concentration (315D)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-international-economics-315d-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-international-economics-315d-2016-2017)

#### **Regional Economic Development concentration (315E)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-regional-economic-development-315e-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-regional-economic-development-315e-2016-2017)

## **Transfer Credit Policy**

The Walker College of Business (WCOB) does not award transfer credit for courses taken at the freshman or sophomore level toward courses offered at the junior or senior level at Appalachian State University.

Transfer credit for courses that were taken at the junior or senior level from an AACSB International-accredited business program at a four-year university will be considered. Students must present the following to the departmental chair of the relevant academic program in the ASU Walker College of Business: the catalog course description and/or other course materials as requested by the departmental chair. Provided ASU's Residency Requirements and course grade requirements are met, the final decision to award transfer credit rests with the departmental chair.

Requests for exceptions to the WCOB's transfer credit policy should be directed to the relevant departmental chair.

## **Honors Program in the Walker College of Business**

The Walker College of Business (WCOB) offers an honors program for selected students who have distinguished themselves with a minimum cumulative grade-point average of 3.4. To graduate with WCOB Honors, students must attain a minimum 3.4 GPA in all WCOB Honors courses and a minimum 3.4 cumulative GPA. The program consists of a minimum of nine (9) semester hours of business courses at the honors level and an honors thesis during the junior and senior years. Its purpose is to provide honors students with a more intellectually stimulating environment and a broader range of academic experiences in a smaller classroom setting than can be provided in a traditional academic program. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

## **International Business Studies**

The Walker College of Business offers numerous international business opportunities which include specialized courses, study abroad programs, and international internships. It is designed to assist students in developing skills needed to compete in world markets and to contribute to their preparation for careers in export marketing and export sales management, global sourcing, international finance and banking, international economics, international accounting and management of a multinational firm.

## **International Business Major**

The BSBA degree in International Business is available to students interested in pursuing a more intensive, internationally focused



curriculum that includes developing foreign language competency, heightened cultural awareness and multi-disciplinary business training with an international focus.

## **The Bachelor of Science in Business Administration degree in International Business (337A/52.1101)**

The program of study is available at: [www.programsofstudy.appstate.edu/international-business-bsba-337a-2016-2017](http://www.programsofstudy.appstate.edu/international-business-bsba-337a-2016-2017)

## **Undergraduate Minor in International Business (337/52.1101)**

The International Business minor (15 semester hours) is available to all majors, except International Business majors. The minor provides multidisciplinary business training designed to complement the student's functional major. This allows students the opportunity to develop their functional skills while utilizing their elective hours to study the international aspects of business. Students not admitted to the College of Business may take at most five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses.

The program of study is available at: [www.programsofstudy.appstate.edu/international-business-minor-337-2016-2017](http://www.programsofstudy.appstate.edu/international-business-minor-337-2016-2017)

## **Business Study Abroad Programs**

The interdependence of the U.S. economy with economies of other nations has made today's business environment global. Changes in worldwide communications and distribution technologies have made the delivery of products and services from virtually any place in the world competitive on a time and cost basis with local businesses. Consequently, business leaders must incorporate an international dimension in their decision-making to be successful in this rapidly changing world. Therefore, the Walker College of Business strongly encourages its students to broaden their global vision through study abroad programs.

Students may complete one or two sessions of summer school in business study abroad. The College offers programs on a demand basis in many countries including, but not limited to, Brazil, Cuba, China, England, France, Germany, Japan, Mexico, Poland, Thailand, and Vietnam. Before departure, students meet regularly to study the country's geography, economic, demographic and political trends, cultural differences and, where required, to learn simple expressions in a foreign language. While overseas, students have the opportunity of visiting foreign firms, government agencies and international banking, insurance and commercial centers besides cultural and historical attractions.

The College promotes interdisciplinary study abroad programs and has conducted programs in partnership with foreign languages and art. More important, the College's study abroad programs are dynamic. We are constantly exploring and developing new opportunities for studying in other countries or jointly with other disciplines.

Since international study produces students with greater flexibility and adaptability in meeting the challenges of today's economic environment, the College wants to make available this opportunity to as many students as possible. Therefore, the business study abroad programs are designed to be affordable alternatives to summer school for Appalachian students and the College provides a limited number of scholarships to help students participate in these programs.

## **William R. Holland Fellows Program for Business Study in Asia**

Established in 1997, the Holland Fellows Program provides a once-in-a-lifetime opportunity for Walker College of Business students to join students from China in classes and on project assignments, as a way of learning about Chinese business practices and culture. Twelve students are selected in October and, after intensive study during the spring semester, travel to China in May.

## **Undergraduate Minor in General Business (324/52.0101) (for non-business majors only)**

Students not majoring in the Walker College of Business may earn a General Business minor by completion of 18 semester hours of coursework.

The program of study is available at: [www.programsofstudy.appstate.edu/general-business-minor-324-2016-2017](http://www.programsofstudy.appstate.edu/general-business-minor-324-2016-2017)

**Minors for non-business majors** are also available in accounting, computer information systems, economics, employee benefits, entrepreneurial studies, hospitality and tourism management, human resource management, international business, marketing, marketing:sales, supply chain management and sustainable business. No more than one business minor can be declared by a non-business major. The programs of study for all minors are available at [www.programsofstudy.appstate.edu](http://www.programsofstudy.appstate.edu). The entrepreneurship minor is administered by the Department of Management; the Supply Chain Management minor is administered by the Department of Computer Information Systems and Supply Chain Management. **No more than one business minor can be declared by a non-business major.**

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## Graduate Degrees

The Walker College of Business offers two master's degrees: the Master of Business Administration (MBA) and the Master of Science (MS) in Accounting. In addition, the College participates in a program leading to the Master of Arts degree in Industrial-Organizational Psychology and Human Resource Management. Students interested in graduate work in the College of Business are encouraged to talk with the MBA Director or the MS in Accounting Director. For additional information, please refer to the *Graduate Bulletin*.

## Scholarships

The Walker College of Business offers several scholarships to entering freshmen business students. For all renewable business scholarships, a student must maintain good academic standing to retain the scholarship. The Walker College of Business scholarship committee considers factors such as the SAT score, high school grade-point average, class rank, extracurricular activities, interest in a business career and evidence of leadership and maturity in making its selection for each of the freshmen scholarships. Freshmen finalists are invited to campus for an interview.

In addition to the freshmen awards, scholarships are available for juniors and seniors. Applicants must be full-time students making satisfactory academic progress towards a degree in business. Information about these scholarships may be obtained from the Walker College of Business scholarship coordinator or by visiting: [www.business.appstate.edu/students/undergraduate-scholarships](http://www.business.appstate.edu/students/undergraduate-scholarships)

## Internship Programs

The Walker College of Business offers internship opportunities for juniors and seniors admitted to the College of Business. Internships are designed in the areas of accounting, computer information systems, economics, finance and banking, hospitality and tourism management, international business, insurance (actuarial science), management, marketing, and supply chain management, and must be approved by the department advisor and internship coordinator. An internship is required for students majoring in hospitality and tourism management. Students participating in the internship program must register for an internship course (see courses listed as 3900) and pay registration and tuition fees.

## Executive-in-Residence Program

An executive with a business firm serves as an instructor in the Walker College of Business. Through special classes and seminars, students can interact with these business leaders to gain valuable insight into the "real world" of business.

## Harlan E. Boyles Distinguished CEO Lecture Series

Each fall and spring semester, a chief executive officer from a corporation with a strong presence in North Carolina is invited to present a lecture to faculty, administrators, and students. During the reception that follows the lecture, students have the opportunity to interact with some of North Carolina's top business leaders in an informal setting.

## Business Advisory Council

The Council is composed of a group of business men and women who meet twice a year to advise College administrators on matters relating to the needs of the business community. The businesses represented by the members are diverse and include major accounting, manufacturing, retail, financial, legal and medical firms. Council members are given opportunities to meet with students in small focus groups.

## Beta Gamma Sigma

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate or master's program in business or management accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

This national honorary society for business administration students was founded in 1913. The Appalachian chapter was established in 1977. Membership is limited to outstanding students who rank in the upper ten percent of the junior class, upper ten percent of the senior class, or upper twenty percent of their graduate class. Detailed information can be obtained from the College of Business Dean's office.

## Clubs and Organizations

More than twenty professional organizations and honor societies are represented in the Walker College of Business. Membership offers students the opportunity to join with other students in their specific areas of interest.

For details, visit: [www.business.appstate.edu/students/student-clubs-organizations](http://www.business.appstate.edu/students/student-clubs-organizations)

## Walker Fellows

The Walker Fellows, a group of business students, serve as representatives to all constituents of the Walker College of Business, including students, alumni, faculty/staff, and the business community through service, events and academic programs.

Visit [www.walkerfellows.appstate.edu](http://www.walkerfellows.appstate.edu) for details.

## Courses of Instruction in Business (BUS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## BUSINESS (BUS)

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### **BUS 1050. Introduction to Business (3).F;S.**

The focus of this course is to familiarize students with a general understanding of business, the importance of the consumer and the interrelatedness of business functional areas.

### **BUS 1530–1549. Selected Topics (1–4). On Demand.**

### **BUS 2000. Business Professional Leadership and Career Development (0).F;S;SS.**

This course is required for all students prior to admittance to the College of Business. It is designed to make all business students aware of the variety of co-curricula activities and resources available outside the classroom. Through this course students will identify and develop professional leadership and career skills that are important to be successful in today's business world. Graded on a S/U basis. Prerequisite: Students must have successfully completed 24 semester hours of college credit.

### **BUS 2045. Introduction to International Business Abroad (3).On Demand.**

This course is one proposed international trip for freshman and sophomore students interested in international business. BUS 2045 Introduction to International Business Abroad is designed to introduce students to international cultural differences and aspects of conducting business in an international arena. The study abroad program incorporates on-campus class sessions and an international travel experience. ASU students will work with students in the host country and will participate in visits to multinational companies, private enterprises, and visit cultural and historical sites. Students will also be required to prepare a presentation to students and faculty based on what they learned. Topics and title may vary based on study abroad location. Prerequisite: Permission of the Instructor.

### **BUS 2055. Introduction to International Sustainable Business Abroad (3).On Demand.**

This course is one proposed international trip for freshman and sophomore students interested in international business. BUS 2055 Introduction to International Sustainable Business Abroad is designed to introduce students to international cultural differences and aspects of conducting business in an international arena. The study abroad program incorporates on-campus class sessions and an international travel experience. ASU students will work with students in the host country and will participate in visits to multinational companies, private enterprises, and visit cultural and historical sites. Students will also be required to prepare a presentation to students, faculty and staff based on what they learned. Topics and title may vary based on study abroad location. Pre-requisite: Permission of the Instructor.

### **BUS 2500. Independent Study (1–4).On Demand.**

### **BUS 2530–2549. Selected Topics (1–4). On Demand.**

**BUS 3045. International Business Seminar Abroad (3).On Demand.**

This course is one proposed international trip for College of Business undergraduate students. BUS 3045 International Business Seminar Abroad is designed to develop an understanding of international cultural differences and aspects of conducting business in an international arena. The seminar incorporates on-campus class sessions and an international travel experience. ASU students will work with students in the host country and will participate in visits to multinational companies, private enterprises, and visit cultural and historical sites. Students will also be required to prepare a presentation based on what they learned. Topics and title may vary based on study abroad location. Prerequisite: Permission of the instructor.

**BUS 3055. International Sustainable Business Seminar Abroad (3).On Demand.**

This course is one proposed international trip for College of Business undergraduate students. BUS 3055 International Sustainable Business Seminar Abroad is designed to develop an understanding of international cultural differences and aspects of conducting business in an international arena with a specific focus on the importance of sustainable practices in an international context. The seminar incorporates on-campus class sessions and an international travel experience. ASU students will work with students in the host country and will participate in visits to multinational companies, private enterprises, and visit cultural and historical sites. Students will also be required to prepare a presentation to students, faculty and staff based on what they learned. Topics and title may vary based on study abroad location. Prerequisite: Permission of the instructor.

**BUS 3500. Independent Study (1-4).On Demand.**

**BUS 3520. Instructional Assistance (1).On Demand.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**BUS 3530–3549. Selected Topics (1–4). On Demand.**

**BUS 3900. International Business Internship (1-6).On Demand.**

Six semester hours = a ten week full-time (400 hours) business work experience abroad. Internships that are less than six semester hours will have their credit hours determined based on length of internship and hours worked. Prerequisites: BUS 3900 is limited to College of Business majors admitted to the College of Business and requires permission of the Associate Dean for International Programs and the International Business internship coordinator. Graded on an S/U basis.

**BUS 4000 Business Capstone Experience**

*GEN ED: Capstone Experience*

This course synthesizes the knowledge gained in the business discipline by using comprehensive integrative exercises. Emphasis on demonstrating competence in oral and written communication, thinking critically, and making local to global connections. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, completion of all College of Business core courses other than MGT 4750, and final semester senior standing.

**BUS 4045. Advanced International Business Seminar Abroad (3).On Demand.**

This course is one proposed international trip for College of Business undergraduate students. BUS 4045 Advanced International Business Seminar Abroad is designed to develop an understanding of international cultural differences and aspects of conducting business in an international arena. The seminar incorporates on-campus class sessions and an international travel experience. ASU students will work with students in the host country and will participate in visits to multinational companies, private enterprises, and visit cultural and historical sites. Students will also be required to prepare a presentation based on what they learned. Topics and title may vary based on study abroad location. Prerequisites: A minimum grade of "C" in any Writing in the Discipline (WID) course and permission of the instructor.

**BUS 4055. Advanced International Sustainable Business Seminar Abroad (3).On Demand.**

This course is one proposed international trip for College of Business undergraduate students. BUS 4055 Advanced International Sustainable Business Seminar Abroad is designed to develop an understanding of international cultural differences and aspects of conducting business in an international arena with a specific focus on the importance of sustainable practices in an international context. The seminar incorporates on-campus class sessions and an international travel experience. ASU students will work with students in the host country and will participate in visits to multinational companies, private enterprises, and visit cultural and historical sites. Students will also be required to prepare a presentation based on what they learned. Topics and title may vary based on study abroad location. Prerequisites: Senior standing, a minimum grade of "C" in any Writing in the Discipline (WID) course, permission of the instructor.

**BUS 4060. Holland Fellows International Business Study in Asia I (3).S.**

This course serves as an orientation and preparation for the experiential study abroad course BUS 4065 Holland Fellows International

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Business Study in Asia II. This course allows students to explore the history, geography and demographics of China as well as China's business practices and culture. Additionally, students will receive elementary instruction in Conversational Chinese. The central aspect of this course is the opportunity to work directly with business students from Fudan University on a semester-long comparative business study. Results from this are presented at the Shanghai Forum at Fudan University during the study abroad course, BUS 4065 Holland Fellows International Business Study in Asia II. Prerequisites: A minimum grade of "C" in any Writing in the Discipline (WID) course and permission of the instructor. Students are selected for this program through a rigorous application process.

**BUS 4065. Holland Fellows International Business Study in Asia II (3).SS.**

Walker College of Business students have had the unique opportunity to participate in a three-week faculty/student delegation to Fudan University in Shanghai. Students participate in lectures given by professors in Fudan's School of Management, as well as visit the vibrant cities of Beijing, Shanghai, and Hong Kong. They gain an understanding of international business by visiting state-owned enterprises and foreign joint ventures in China and by meeting Hong Kong businesspersons. Students from Appalachian and Fudan present the results of a joint, semester-long comparative business study at the Shanghai Forum. Prerequisite: A minimum grade of "C" in any Writing in the Discipline (WID) course and permission of the instructor. Students are selected for this program through a rigorous application process.

**BUS 4500. Independent Study (1-4).On Demand.**

**BUS 4530–4549. Selected Topics (1–4). On Demand.**

## Department of Accounting (ACC)

*F. Douglas Roberts, Interim Chair*

*Penelope L. Bagley*

*William M. Baker*

*Kennard S. Brackney*

*Randal K. Edwards*

*Jason Corvin*

*C. Kevin Eller*

*Naomi Faw*

*Timothy B. Forsyth*

*Mary Ann Hofmann*

*Rebecca Kaenzig*

*Rachel Keller*

*Claudia L. Kelley*

*Tamara K. Kowalczyk*

*Ronald E. Marden*

*Alvaro Martinelli*

*Kenneth E. Peacock*

*William B. Pollard*

*Tracy N. Reed*

*F. Douglas Roberts*

*Robin N. Romanus*

*H. Lynn Stallworth*

*Mary Stolberg*

*Philip R. Witmer*

*Janet L. Woods*

Accounting students are encouraged to acquire a sound liberal education. They are expected to understand the broader purposes of business. Accounting courses in the curriculum are designed to develop strong professional capabilities which enable students to succeed in their chosen career paths in public accounting, managerial accounting and accounting for not-for-profit institutions such as hospitals or governmental entities.

Students are encouraged to consider planning a program of six to seven semesters and/or summer sessions of study beyond the sophomore level in order to:

1. Earn both the Bachelor of Science in Business Administration and the Master of Science degrees in accounting
2. Spend one-half or one semester as an intern (with pay) in accounting with a CPA firm, business firm, governmental entity, or not-for-profit private institution. Internships are optional.
3. Study in a selected area of accounting (for example, auditing or taxation) or a complementary discipline
4. Spend a summer session abroad to gain perspective on the international aspects of accounting/business

Students majoring in accounting may earn the BSBA degree in four to five semesters and/or summer sessions of study beyond the sophomore level. Credit toward the BSBA is given for approved internships. Prior to an internship the student must consult with the departmental chair or internship coordinator regarding courses that should be taken following the internship. A special option for accounting majors is a ten-week winter internship for six semester hours of credit. Students completing the special winter internships return to campus in mid-March and attend special "spring minimester" accounting courses to earn an additional six semester hours of credit, making a total of 12 hours of credit for the entire spring semester. The 10 week winter internships and spring "minimester" courses were offered first in North Carolina at Appalachian.

### **The Bachelor of Science in Business Administration degree in Accounting (301A/52.0301)**

The program of study is available at: [www.programsofstudy.appstate.edu/accounting-bsba-301a-2016-2017](http://www.programsofstudy.appstate.edu/accounting-bsba-301a-2016-2017)

Accounting students are encouraged to purchase a current computer for use during their education. As a minimum, this computer should include the latest releases of spreadsheet and word processing software packages.

Students intending to qualify for one of the professional examinations in accounting should include the following courses in their curriculum as part of the requirements, electives or extra hours:

CPA Examination: ACC 3560, ACC 5640, ACC 5660, ACC 5990

CMA Examination: ACC 5660, ACC 5990, ECO 3020, FIN 3690

The certifying agency should be contacted for specific examination requirements.

### **Undergraduate Minor in Accounting (301/52.0301) (for non-business majors only)**

For non-business majors, a minor in Accounting may be obtained by the completion of 15 semester hours

The program of study is available at: [www.programsofstudy.appstate.edu/accounting-minor-301-2016-2017](http://www.programsofstudy.appstate.edu/accounting-minor-301-2016-2017)

### **Master of Science**

A Master of Science in Accounting consisting of 30 semester hours is available. For more information, refer to the description of the Master of Science in Accounting program in the *Graduate Bulletin*.



## Courses of Instruction in Accounting (ACC)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## ACCOUNTING (ACC)

### **ACC 1050. Survey of Accounting** (3).F;S. NOT AVAILABLE TO BUSINESS MAJORS.

An overview of financial and managerial accounting. The course focuses on the analysis of financial data with an emphasis on accounting issues faced by small businesses such as business planning, budgeting, and performance evaluation. This is the ideal course for the business minor and for non-business majors interested in understanding the role of accounting in the business world.

### **ACC 1530–1549. Selected Topics** (1–4). On Demand.

### **ACC 2100. Principles of Accounting I** (3).F;S.

The initial course in the theory and practice of financial accounting. Topics emphasized include the preparation, reporting, and analysis of financial data. Prerequisite: Students must have successfully completed 24 semester hours of college credit. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **ACC 2110. Principles of Accounting II** (3).F;S.

A course dealing with the concepts and development of accounting data for decision making. Topics emphasized include manufacturing cost systems, cost-volume-profit analysis, and budgeting concepts. Prerequisite: ACC 2100 with a minimum grade of "C-". (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **ACC 2500. Independent Study** (1–4).F;S.

### **ACC 2530–2549. Selected Topics** (1–4). On Demand.

### **ACC 3100. Intermediate Accounting I** (3).F;S.

The financial accounting environment and development of accounting theory. Integration of the conceptual and computational aspects of income measurement, valuation, and reporting problems associated with the accounting cycle, statement preparation and asset accounting. Prerequisite: a minimum grade of "C-" in ACC 2110. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **ACC 3110. Intermediate Accounting II** (3).F;S.

A continuation of ACC 3100. Integration of the conceptual and computational aspects of asset, liability and stockholders' equity accounting. Prerequisite: a minimum grade of "C-" in ACC 3100. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **ACC 3150. Financial Statement Preparation and Analysis** (3). On Demand. NOT AVAILABLE TO ACCOUNTING MAJORS.

A study of the concepts and current methods used to prepare financial statements. Important off-balance sheet items are examined. This course also examines several methods of analysis of financial statements. Computer applications are covered. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ACC 3160. Introduction to Individual Taxation** (1). On Demand. **NOT AVAILABLE TO ACCOUNTING MAJORS.**

Preparation of state and federal income tax returns. Topics emphasized include gross income, adjusted gross income, deductions and exemptions, capital gains and losses, computation of tax liability, audit of tax returns, tax questions, the IRS and the courts.

**ACC 3200. Cost Accounting** (3).F;S.

Introduction to cost accounting, definitions and objectives. Topics emphasized include cost-volume-profit relationships, job-order accounting, budgeting, systems design and human motivation, flexible budgets, standard costs, contribution approach to decisions, cost allocation, joint product and by-product costing, process costing. Prerequisite: ACC 2110 with a minimum grade of "C-". (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ACC 3500. Independent Study** (1-4).F;S.

**ACC 3510. Junior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**ACC 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**ACC 3530-3549. Selected Topics** (1-4). On Demand.

**ACC 3560. Accounting for Non-Profit Organizations** (3).F;S.

Application of principles of accounting, budgetary control, and financial management to nonprofit organizations. Discussion and cases will be drawn from municipal and county governmental units, universities, hospitals, and other nonprofit organizations. Prerequisite: ACC 3100 with a minimum grade of "C-". (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ACC 3570. Accounting Systems and Internal Control** (3).F;S.

An in-depth treatment of internal control and related accounting procedures; authorization and documentation; flowcharting, data flow diagrams, and scheduling. Design of information systems that process financial transactions for financial and management accounting, and to meet legal requirements for adequacy of accounting records and internal controls. Development of skills and expertise required for the study of contemporary accounting systems and internal auditing. Knowledge of a computer programming language is desirable but not essential. Prerequisite: ACC 3100 with a minimum grade of "C-".

**ACC 3580. Individual Income Taxation** (3).F;S.

Concepts and methods of determining federal income tax liability for individuals. Topics emphasized include personal deductions, tax credits, capital gain and loss provisions and accounting methods. Emphasis is also placed on research methodology and individual tax planning. Prerequisite: ACC 2110 with a minimum grade of "C-". (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ACC 3590. Assessing Sustainability in a Global Business Environment** (3).On Demand.

This course explores the process of measuring and reporting on the performance of business operations from three different sustainability perspectives: economic prosperity, environmental quality, and social justice. These three perspectives make up the conceptual "triple bottom line", a generally accepted term for assessing sustainability performance, which indicates the ability of a company to be viable using available financial, natural, and social resources. A primary objective in this course is to develop an understanding of the concept of sustainability as it applies to businesses, and how global differences in economic conditions, cultures, codes of ethical conduct, environmental conditions, natural resources, human resource management, social issues, and other factors can impact sustainability performance assessment.

This course will also incorporate an international perspective and will meet the "Global Issues" requirement for the Bachelor of Science in Business Administration degree.

**ACC 3900. Internship** (6 or 9).F;S.

A full-time work situation for accounting majors providing an in-depth exposure in accounting practices. Nine hours granted for 15-week internship, six hours granted for 10-week summer internship or the special senior internship scheduled during a mini-session of the spring term. The student must report on her/his experiences and will participate in individual conferences and/or seminars related to the experience. Prerequisites: admission to the Walker College of Business and permission of the departmental internship coordinator. Graded on an S/U basis.

**ACC 4500. Independent Study** (1-4).F;S.

**ACC 4510. Senior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**ACC 4530-4549. Selected Topics** (1-4).On Demand.

**ACC 4550. Intermediate Accounting III** (3).F;S.

Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation, special topics, and current pronouncements in financial accounting. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, a minimum grade of "C-" in ACC 3110, and senior standing. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ACC 4560. Introduction to Auditing** (3).F;S.

Topics include selected auditing standards, types of services, analysis of reports, legal responsibility, ethics, and internal control considerations. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ACC 3100 with a minimum grade of "C-".

**ACC 4580. Taxation of Business Entities** (3).On Demand.

Examination of the tax system faced by businesses operating in the United States. Business entities covered include C Corporations, S Corporations and partnerships. Topics include business formations, transactions between the entity and the owners, distributions, liquidations and reorganizations. Projects facilitate knowledge development of a variety of professional skills. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course and ACC 3580 (or equivalent) with a minimum grade of "C-". (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with ACC 5080.] Dual-listed courses require senior standing.

**ACC 4590. Advanced Accounting** (3).On Demand.

An examination of the special problems in accounting for business combinations and consolidated entities, and foreign currency translation. A critical comparison of SEC accounting report requirements and generally accepted accounting principles. Accounting issues in partnership formation, reporting and liquidation. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ACC 3110 with a minimum grade of "C-".

**ACC 4710. Advanced Cost Accounting** (3).On Demand.

Advanced cost analysis and cost management with emphasis on modern performance measurement. Cost accounting for world class manufacturing; quality cost accounting and TQM; activity-based accounting systems; theory of constraints, life cycle costing, and target costing. Revenue variances, transfer pricing, and quantitative methods are examined. Other topics are derived from modern applications of cost accumulation systems in the United States and other countries. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ACC 3200 with a minimum grade of "C-". (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ACC 4730. Accounting and International Business** (3).F;S.

A study of selected issues in accounting for international business and related effects on organizational and operating decisions. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ACC 3100 or equivalent, with a minimum grade of "C-".

**ACC 4760. Internal Auditing** (3).On Demand.

An introduction to selected internal auditing topics, including types of services, an overview of the internal audit process, preparation and analysis of reports, internal auditing standards, professional responsibilities, and the code of ethics. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ACC 3100 with a minimum grade of "C-".

## Department of Computer Information Systems and Supply Chain Management (CIS)

*Dinesh S. Dave, Interim Chair*

*Timothy H. Burwell, Vice Provost*

*Joseph Cazier*

*Chien-Hung Chen*

*Hoon Choi*

*John K. Corley*

*Beth Ellington*

*Sam K. Formby, Associate Dean*

*Albert L. Harris*

*Darin Hodges*

*Scott Hunsinger*

*Albert L. Harris*

*Regina Hartley*

*Edgar Hassler*

*John Kowalczyk*

*Steven Leon*

*Dawn Medlin*

*Bill Phillips*

*Carol Pollard*

*Christopher Taylor*

*Sandra A. Vannoy, Associate Dean*

*Jie Xiong*

The Department of Computer Information Systems and Supply Chain Management offers coursework in the areas of computer information systems, production/operations management, supply chain management, and quantitative methods. Students in computer information systems are encouraged to acquire a broad liberal education in order to understand the interface between the technical and non-technical aspects of business. A major in computer information systems is offered by this department and is designed to develop professional skills/capabilities which enable students to pursue careers in computerized information systems areas in either the public or private sectors of our economy. With the computer information systems major, students will be able to pursue careers in a variety of positions requiring a knowledge of computers and information systems. Students majoring in computer information systems will have the opportunity to work in areas of security, e-business, project management, systems analysis, data management, networking, and programming.

### **The Bachelor of Science in Business Administration degree in Computer Information Systems (310A/52.1201)**

The program of study is available at: [www.programsofstudy.appstate.edu/computer-information-systems-bsba-310a-2016-2017](http://www.programsofstudy.appstate.edu/computer-information-systems-bsba-310a-2016-2017)

### **The Bachelor of Science in Business Administration degree in Supply Chain Management (361A/52.0203)**

The program of study is available at: [www.programsofstudy.appstate.edu/supply-chain-management-bsba-361a-2016-2017](http://www.programsofstudy.appstate.edu/supply-chain-management-bsba-361a-2016-2017)

### **Undergraduate Minor in Computer Information Systems (310/52.1201) (for all business and non-business majors, except CIS majors)**

A minor in Computer Information Systems (CIS) may be obtained by completing 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/computer-information-systems-minor-310-2016-2017](http://www.programsofstudy.appstate.edu/computer-information-systems-minor-310-2016-2017)

Students not admitted to the College of Business may take at most five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses. A minimum overall GPA of 2.5 is required in the 15 s.h. of CIS courses to obtain a minor in Computer Information Systems.

### **Undergraduate Minor in Supply Chain Management (360/52.0205) (for business and non-business majors)**

The undergraduate minor in Supply Chain Management (18 semester hours) is available to both business and non-business majors. The minor provides a multi-disciplinary curriculum in supply chain management. The main goal of supply chain management is to improve an organization's profitability while delivering a quality product/service to the customer at the lowest possible cost.

The program of study is available at: [www.programsofstudy.appstate.edu/supply-chain-management-minor-360-2016-2017](http://www.programsofstudy.appstate.edu/supply-chain-management-minor-360-2016-2017)

Students not admitted to the College of Business may take, at most, five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses. A minimum GPA of 2.0 (overall) is required for the courses included in the supply chain management minor.

## **Courses of Instruction in Computer Information Systems (CIS), Production/Operations Management (POM), and Supply Chain Management (SCM)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### **SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:**

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions

beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## COMPUTER INFORMATION SYSTEMS (CIS)

### **CIS 1026. Essential Business Tools & Technologies (3).F;S.**

This course provides a basic understanding of current information technologies used in business, and enhances the use of the most common computer-based applications for personal, academic, and professional goals. Upon successful completion of this course, students should be able to use application software such as Microsoft Office to make better decisions and improve their individual skills. Other topics covered include the use of other information technologies including collaboration and communication tools, emerging technologies and digital media, and security. This course is designed for the user with little experience using computer software.

**CIS 1530–1549. Selected Topics (1–4).** On Demand.

### **CIS 2050. Information Technology in the Organization (3).F;S.**

This course is designed to introduce students to the impacts of computer information systems on the firm, industry, society, and the economy. Students will study issues relating to the design, implementation, use, and control of computer-based information systems. Additionally, students will analyze the role of information systems in reaching organizational objectives including communication, collaboration, performance improvement and strategy implementation. Skill-based learning will reinforce strategic information systems concepts.

**CIS 2500. Independent Study (1–4).F;S.**

**CIS 2530–2549. Selected Topics (1–4).** On Demand.

### **CIS 3250. Systems Analysis and Design (3).F;S.**

This course provides a comprehensive introduction to the strategies and technologies for building information systems in organizations. Course includes planning and discovery, fact finding analysis using techniques such as joint application development (JAD), information systems modeling, use of CASE technologies and current development methods including prototyping, rapid application development and agile development. Project management tools will be used to create work plans and coordinate activities to achieve desired results for the design of a system. Prerequisite: CIS 2050.

### **CIS 3440. Ethical Hacking and Countermeasures (3).** On Demand.

This course is designed for the student to gain a deeper knowledge in the area of information security. Topics to be included, but not limited to: network defense fundamentals; hardening various operating systems; wireless network security; intrusion detection systems; designing and configuring firewalls; creating security policies; and ethical hacking concepts and techniques. Prerequisites: CIS 3840 or permission of the instructor.

**CIS 3500. Independent Study (1–4).F;S.**

### **CIS 3510. Junior Honors Thesis (1-3).**On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

### **CIS 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**CIS 3530–3549. Selected Topics (1–4).** On Demand.

**CIS 3580. Networking and IT Infrastructures (3).F;S.**

This course introduces students to the processes of selecting, modeling, configuring, and maintaining the components of a company's IT infrastructure. The newest hardware components, networking devices, and security issues will be examined through both individual and group projects. Prerequisite: CIS 2050. Prerequisite or Corequisite: CIS 3250.

**CIS 3610. Project Management (3).F;S.**

This introductory course will prepare the student for the practice of professional project management. Students will plan and manage projects through the use of hands-on experiences, case studies and computer-based project management tools. Students will address many important issues such as: estimation, scheduling, budgeting, version control, progress tracking, change, risk and crisis management, resource management, motivation, and leadership.

**CIS 3620. Global Information Technologies (3). On Demand.**

This course presents students with the concepts and issues inherent in global information technology. The course examines the issues associated with using technology in a global environment, how global systems are developed, how culture, language, etc.

impact systems and their development, outsourcing, strategies for global systems development and use, and issues facing Far East, European, Latin America, and Third World countries. (Global Learning Opportunity course)

**CIS 3680. Programming Software Solutions (3).F;S.**

This course focuses on the building of software systems including programming, logic, managing operating systems, and configuring large information systems, such as enterprise resource planning (ERP) systems. In this course, students will use a popular software package to build a working programming interface to solve business problems. Prerequisite: CIS 2050. Prerequisite or Corequisite: CIS 3250.

**CIS 3710. Emerging Information Technologies (3).F;S.**

In this course we will spend the semester exploring the hottest information technology (IT) trends. We will analyze emerging IT's impact on business strategies, societal norms and our day-to-day lives, while daring to predict its future impact. Our goal is to increase awareness of the transformative nature of emerging IT and recognize the opportunities and challenges it presents to us as future business leaders and global citizens.

**CIS 3720. Enterprise Systems (3). On Demand.**

Enterprise Systems (ES) have become vital to businesses of all sizes both from a strategic and an operational perspective. They are the de-facto standard platform for executing, controlling and analyzing business processes. This course provides a broad survey of enterprise systems from three perspectives by: 1) analyzing their strategic value, 2) understanding the challenging implementation process, and 3) examining their core functionality through exercises featuring the SAP ERP System. Prerequisites: CIS 2050.

**CIS 3750. Database Management (3).F;S.**

This course teaches students how to use data to stay competitive in a changing business environment. Topics include building, modeling and administering a database, data warehousing, data mining, XML and data integration, data security, as well as ethical and legal issues surrounding the use of data in our modern society. Microsoft Access will be one of the primary database toolsets used in this course with an exposure to one or more enterprise database toolsets (Oracle, Microsoft SQL Server, MySQL, etc.). One-third of the course will be dedicated to database queries. Prerequisite: CIS 2050. Prerequisite or Corequisite: CIS 3250. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**CIS 3820. Ethics and Privacy (3). On Demand.**

This course will examine how information systems impact both individuals and organizations. Cultural, ethical, moral, human interaction, privacy, security, and relationship issues will be analyzed and discussed through the use of case studies and papers. The focus of this course will be on the ethical and privacy issues related to security enhancement and the growing use of the Internet.

**CIS 3840. Managing Security (3).F;S.**

This course is designed as a broad overview of important security topics that are relevant to people and businesses. Relevant areas of security that will be studied include: the need for security on a personal and business level; the management practices surrounding security issues; network security strategies; human factors; access controls; firewalls; disaster recovery plans; cryptography; and forensics issues.

**CIS 3870. Web and Mobile Development (3).On Demand.**

This course focuses on the technology that every leading organization needs to build effective Internet sites and mobile applications, promote Internet presence, secure sites and data, interface with other corporate applications, perform online business transactions, and compete in e-commerce. Current and emerging Internet technologies will be covered (including HTML, CSS, JavaScript, PHP, etc.).



Students will create Web sites and link them to other applications (databases) and will learn how to protect sites and transactional data from theft or privacy intrusions.

**CIS 3900. Internship** (3, 6, or 9).F;S;SS.

A full-time work experience in business. Nine semester hours of credit are granted for a normal 15-week internship with six semester hours granted for a 10-week internship and three semester hours are granted for a 5-week internship. Students are encouraged to do internships during the summer between their junior and senior years of study. Prerequisites: admission to the Walker College of Business, and permission of the department chair and the internship coordinator. Graded on an S/U basis.

**CIS 4500. Independent Study** (1–4).F;S.**CIS 4510. Senior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**CIS 4530–4549. Selected Topics** (1–4).On Demand.**CIS 4585. Advanced Data Communications and Networking** (3). On Demand.

This course is a continuation of CIS 3580 and explores advanced topics in data communications and networking. Topics include, but are not limited to, communications middleware, LAN application software, network design, internetworking technologies and design, and network security policy. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and CIS 3580.

**CIS 4620. IS Strategy and Ethics** (3).On Demand.

This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives—while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy focus of this course will be on the ethical and privacy issues related to security enhancement and the growing use of the Internet. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison. This course will also examine how information systems impact both individuals and organizations. Cultural, ethical, moral, human interaction, privacy, security, and relationship issues will be analyzed; ethical and privacy issues related to security enhancement and the growing use of the Internet will be examined. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and CIS 2050.

**CIS 4630. Advanced Data Management with Oracle** (3).On Demand.

Students will have the opportunity to learn database development techniques using Oracle products including database, designer and developer. Data mining is a broad area dealing with the analysis of large volumes of data that integrates techniques from several fields including machine learning, statistics, pattern recognition, artificial intelligence, and database systems. Data mining is a rapidly growing field that supports decision-making by detecting patterns, devising rules, identifying new decision alternatives and making predictions about the future. The course objective is to present the leading data management techniques using Oracle and their applications to real-world problems. The course is organized around a number of well-defined data mining tasks such as description, classifications, estimation, predictions, and affinity grouping and clustering. The topics covered include: introduction to knowledge discovery in the databases (KDD), statistical methods, emerging modeling techniques such as neural networks, and others. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and CIS 3750.

**CIS 4685. Object-Oriented Programming with Java** (3). On Demand.

This course will introduce the student to object-oriented (OO) methodologies including modeling using OO CASE tools, encapsulation, polymorphism, and inheritance. Students will have the opportunity to learn programming techniques in Java, program documentation, classes and methods, loops, arrays, streams, exception handling, file I/O, dynamic data structures, recursion and building applets. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and CIS 3680.

**CIS 4710. e-Business Systems** (3). On Demand.

This seminar course discusses e-business issues that are current, applicable, relevant, and interesting. Students are expected to develop and execute a team project throughout the course. Relevant areas of e-business studied will include: electronic commerce, personalization management systems, content management systems, customer relations management systems, and community systems. This course ties together concepts from different areas of management and the economic, behavioral, functional and technical aspects of information systems. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and CIS 2050.

**CIS 4790. Current Topics in Information Systems** (3). On Demand.

Advanced topics in the field of information systems will be studied. These topics may include but are not limited to advanced topics in data communications and networking, distributed processing systems, 4th generation languages, CASE tools, DSS and expert systems, and/or managing information technology. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and CIS 3250.

**CIS 4810. Seminar** (3). On Demand.

**CIS 4850. Information System Project** (3).F;S.

Using a team concept, students will analyze, design, create, and implement a working information system for a public or private organization. Emphasis will be placed on project management, rapid application development, and the development of quality systems for clients. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, CIS 3250, CIS 3680, and CIS 3750. (SPEAKING; COMPUTER)

#### PRODUCTION/OPERATIONS MANAGEMENT (POM)

**POM 1530–1549. Selected Topics** (1–4). On Demand.

**POM 2500. Independent Study** (1–4).F;S.

**POM 2530–2549. Selected Topics** (1–4). On Demand.

**POM 3500. Independent Study** (1–4).F;S.

**POM 3510. Junior Honors Thesis** (1–3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**POM 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**POM 3530–3549. Selected Topics** (1–4).On Demand.

**POM 4500. Independent Study** (1–4).F;S.

**POM 4510. Senior Honors Thesis** (1–3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**POM 4530–4549. Selected Topics** (1–4).On Demand.

**POM 4564. Total Quality Management** (3).S.

Total quality management is an integrative management concept for continuously improving the total quality of goods and services through the participation of all levels and functions of the organization. TQM incorporates several dimensions: the design of products/services to meet customers' needs, control of processes to ensure their ability to meet design requirements, and continued enhancement of quality. The course will cover topics such as quality systems, the management system for quality, quality of conformance, human resource management for quality, statistical quality control, quality assurance, measurements, and reliability. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and SCM 3650 or admission to M.B.A. program.

**POM 4810. Seminar** (3). On Demand.

#### SUPPLY CHAIN MANAGEMENT (SCM)

**SCM 1530-1549. Selected Topics (1-4).On Demand.**

**SCM 2500. Independent Study (1-4).F;S.**

**SCM 2530-2549. Selected Topics (1-4).On Demand.**

**SCM 3500. Independent Study (1-4).F;S.****SCM 3510. Junior Honors Thesis (1-3).On Demand.**

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**SCM 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**SCM 3530-3549. Selected Topics (1-4).On Demand.****SCM 3650. Production and Operations Management (3).F;S.**

An introduction to the basic functions and concepts involved in managing the production and operations function of an organization. Topics in operations system design and analysis at the introductory level are included.

**SCM 3660. Principles of Supply Chain Management (3).F;S.**

The objective of the course is to enable students to understand the concept of supply chain management and its importance in both strategic and operational planning. Topics covered include the intra-company relationships between operations and other organizational functions as well as the inter-company relationships among suppliers, products, distributors, retailers and consumers in the supply chain. The course will also discuss the problems and issues confronting supply chain managers, and the concepts, models, and techniques they use to solve those problems. Prerequisite: ECO 2100 or STT 2810 or STT 2820 or permission of the department chair/program director.

**SCM 3670. Six Sigma and Quality Management (3).F;S.**

This course will cover topics on the quality system, quality conformance, the management system for quality, the Six Sigma system, organizing for Six Sigma, selecting winning Six Sigma projects, leading a Six Sigma project team, and the Six Sigma tool kit. Also, the course will discuss several methods for Six Sigma and quality management including quality assurance, measurement, reliability, process control charts, and sampling techniques. In order to understand the real life applications of quality management, various real-world cases will be discussed. Prerequisite: ECO 2100 or STT 2810 or STT 2820 or permission of the department chair/program director.

**SCM 3680. Supply Chain Technologies in a Global Environment (3).On Demand.**

This course is designed to give students the opportunity to learn the technologies that are commonly used in the supply chain. These enabling technologies include Extensible Markup Language (XML), Web Services, and others. The course will cover concepts and technologies used in supply chain and distribution channels, enterprise resource planning (ERP), customer relationship management (CRM), and supplier relationship management (SRM) systems. Prerequisites: CIS 1026 and CIS 2050 or equivalent or permission of the department chair/program director.

**SCM 3690. Global Supply Chain and Logistics (3).F;S.**

This course incorporates principles and models of logistics in the global supply chain environment. Topics include the structure and dynamics of the global supply chain environment, global sourcing, global facility location, import-export issues, demand management, materials management, warehousing, and performance measurement. Prerequisite: ECO 2100 or STT 2810 or permission of the department chair/program director. (Global Learning Opportunity course)

**SCM 3720. Strategic Procurement and Global Sourcing (3).F;S.**

Strategic procurement and global sourcing focuses on procurement decisions involved in supply chain management. This course introduces students to important supply chain concepts including supplier selection, supplier evaluation, supplier relationships, cost management, sourcing strategy, planning and execution. The objective of the course is to develop procurement and sourcing management skills that students can appreciate and use effectively in their supply chain management careers. Prerequisite: ECO 2100 or STT 2810 or STT 2820 or permission of the department chair/program director.

**SCM 3900. Internship (3).SS; (6 or 9).F;S;SS.**

A full-time work experience in business. Nine semester hours of credit are granted for a normal 600 hour internship, six semester hours of credit are granted for a 400 hour internship, and three semester hours of credit are granted for a 200 hour internship. Students are encouraged to do the internship during the summer between their junior and senior years of study. Prerequisites: admission to the Walker College of Business and permission of the department chair and the internship coordinator. Graded on an S/U basis.

**SCM 4500. Independent Study** (1-4).F;S.

**SCM 4510. Senior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**SCM 4870. Analytical Models for Supply Chain Management** (3).On Demand.

Analytical models for supply chain management focuses on the applications and development of modeling tools for the supply chain. This course introduces students to important supply chain problems and solution methodologies including optimization, simulation, and other analytical methods. The objective of the course is to develop valuable modeling skills that students can appreciate and use effectively in their careers. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ECO 2100 or STT 2810 or permission of the department chair/program director. [Dual-listed with MBA 5870.] Dual-listed courses require senior standing.

**SCM 4530-4549. Selected Topics** (1-4).On Demand.

## Department of Economics (ECO)

*John C. Whitehead, Chair*

*David M. Bruner*

*Todd L. Cherry*

*John W. Dawson*

*David L. Dickinson*

*Peter A. Groothuis*

*Onur Ince*

*John G. Lehman*

*Tanga M. McDaniel*

*David M. McEvoy*

*Michael J. McKee*

*Tetyana Molodtsova*

*Owen Ashton Morgan*

*Timothy J. Perri*

*Jayjit Roy*

*Mark C. Strazicich*

*Ji Yan*

The objectives of the Department of Economics are:

1. To provide the basic institutional and theoretical knowledge required for the understanding of the functioning of the American economy and the world economy and for the understanding and analysis of current economic issues and problems
2. To develop the institutional and theoretical knowledge and analytical abilities necessary to prepare students for careers in business and government as managers and researchers on social and business problems
3. To prepare students who seek to become professional economists and/or economic educators for graduate school

### **The Bachelor of Science in Business Administration degree in Economics (316A/45.0601)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-bsba-316a-2016-2017](http://www.programsofstudy.appstate.edu/economics-bsba-316a-2016-2017)

**BSBA double major in economics and a functional area of business** requires careful selection of elective courses so as to satisfy the requirements of both majors.

### **The Bachelor of Arts degree in Economics (315\*/45.0601)**

Students must select one of the following concentrations:

#### **Environmental Economics and Policy concentration (315B)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-environmental-economics-and-policy-315b-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-environmental-economics-and-policy-315b-2016-2017)

#### **General Economics concentration(315C)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-general-economics-315c-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-general-economics-315c-2016-2017)

#### **International Economics concentration (315D)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-international-economics-315d-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-international-economics-315d-2016-2017)

#### **Regional Economic Development concentration (315E)**

The program of study is available at: [www.programsofstudy.appstate.edu/economics-ba-regional-economic-development-315e-2016-2017](http://www.programsofstudy.appstate.edu/economics-ba-regional-economic-development-315e-2016-2017)

## **International Economics and Business Options**

International economics and business options are available for students pursuing a Bachelor of Arts or a Bachelor of Science in Business Administration with a major in Economics. The program is jointly administered by the Department of Economics and the Department of Languages, Literatures, and Cultures. Students participating in the program have an advisor in each department. The program combines a major in Economics and a major or minor in a language. Students are also advised to pursue a minor in International Business. The various options are:

Bachelor of Arts with a double major in Economics and one language (Languages, Literatures, and Cultures with a concentration in French and Francophone Studies OR Languages, Literatures, and Cultures with a concentration in Spanish)

Bachelor of Arts in Economics with a minor in French and Francophone Studies, German or Spanish

Bachelor of Science in Business Administration with a major in Economics and a minor in French and Francophone Studies, Spanish or German.

Under all three options, the student is expected to demonstrate proficiency in reading and speaking the language selected. At least 15 hours of courses in the language, civilization and culture of the chosen country or area are recommended at the 2000 level or above. Also students are expected to participate, if possible, in any one or more of the following:

1. Pursue a minor in International Business (15 semester hours)

2. Complete a semester or summer session of business study abroad in the country of their choice
3. Complete an internship abroad (usually 6 semester hours)

For further information, students should consult both the chair of the Department of Economics and the chair of the Department of Languages, Literatures, and Cultures.

## **Undergraduate Minor in Economics (316/45.0601) (for non-business majors only)**

A minor in Economics consists of 15 semester hours.

The program of study is available at: [www.programsofstudy.appstate.edu/economics-minor-316-2016-2017](http://www.programsofstudy.appstate.edu/economics-minor-316-2016-2017)

## **Courses of Instruction in Economics (ECO)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### **SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:**

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## **ECONOMICS (ECO)**

### **ECO 1010. Survey of Current Economic Issues (3).F;S.**

Application of basic economic concepts in the analysis of current issues such as: unemployment, inflation, energy, pollution, poverty, government regulation, etc. Prerequisite: none.

### **ECO 1530–1549. Selected Topics (1–4). On Demand.**

### **ECO 2030. Principles of Microeconomics (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

A brief introduction to the study of economics followed by an in-depth analysis of microeconomics, including: the price mechanism and supply and demand analysis; consumer choice; cost and revenue analysis of the firm; market structures; factor markets and income distribution; market failure and the role of government; and current economic problems such as pollution, poverty and discrimination.

### **ECO 2040. Principles of Macroeconomics (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

An in-depth analysis of macroeconomics including: aggregate economic measures; aggregate supply and demand analysis; economic fluctuations and growth; money, banking and credit; stabilization policy; problems such as unemployment, inflation and budget and trade deficits; and international trade and finance. Prerequisite: ECO 2030. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **ECO 2100. Business and Economic Statistics I (3).F;S.**

*GEN ED: Quantitative Literacy*

A study of statistical tools used to analyze business and economic problems. The major subject matter includes descriptive statistics, the concepts of probability, confidence intervals and hypothetical testing, and statistical comparisons of production and marketing methods. Prerequisite: MAT 1035 or MAT 1030 or MAT 1020. (ND Prerequisite: passing the math placement test or successful



completion of MAT 0010.)

**ECO 2200. Business and Economic Statistics II (3).F;S.**

*GEN ED: Quantitative Literacy*

Applications of statistical tools to a variety of business and economic situations. These tools include survey sampling methods, hypothesis testing using analysis of variance, regression and time-series analysis, and non-parametric statistics. Computer applications using current industry-standard statistical software programs are emphasized. Writing statistical reports is also emphasized. Prerequisites: ECO 2100 or STT 2810 or STT 2820. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ECO 2500. Independent Study (1-4).F;S.**

**ECO 2530-2549. Selected Topics (1-4).** On Demand.

**ECO 2620. Environmental and Resource Economics (3).S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

The course explores the efficient allocation of environmental and natural resources and examines the continuing conflict between economic activity and environmental quality and the conservation of natural resources. The course applies economic theory to local, regional, national, and international environmental issues.

**ECO 3010. Intermediate Price Theory (3).F;S.**

An intermediate course in economic theory with emphasis on the theory of consumer behavior, price theory and resource allocation. Prerequisites: ECO 2030 and ECO 2040.

**ECO 3020. Intermediate Macroeconomic Theory (3).F;S.**

An intermediate course in economic theory with emphasis on the analysis of the determinants of the nation's income, output, employment, and general price level. Prerequisites: ECO 2030 and ECO 2040.

**ECO 3070. Money and Banking (3).S.**

An institutional and theoretical study of the structure and functioning of the central and commercial banking systems in the United States, money and monetary theory, the money and capital markets and financial intermediaries, and monetary policy. Prerequisites: ECO 2030 and ECO 2040.

**ECO 3210. Economics of Sports (3).F.**

Application of the techniques of microeconomic theory to the sports industry. These employ the tools of three core microeconomic fields - industrial organization, public finance, and labor economics - to the examination of professional and college sports. Topics studied include, but are not limited to, the prevalence of monopoly power in the sports industry, financing of stadiums and teams, growth of union power, salary determination, and the incidence of racial discrimination. Prerequisite: ECO 2030.

**ECO 3410. International Economics (3).F;S.**

A survey of the theory, development, and practice of the international trade and payments system. Special attention is given to the basic concepts and different mechanisms which have been and are used in international economic affairs, as well as to governmental policies and domestic and international institutions regulating them. Prerequisites: ECO 2030 and ECO 2040. (Global Learning Opportunity course)

**ECO 3430. Economic Growth and Development (3).F.**

The course explores forces contributing to or retarding economic progress in developing countries, and it also focuses on the central questions of economic growth, including sources of income differences across countries, the causes of long-run growth, the linkages between trade and growth, and the process of economic development, including the role of institutions. Prerequisites: ECO 2030 and ECO 2040.(Global Learning Opportunity course)

**ECO 3500. Independent Study (1-4).F;S.**

**ECO 3510. Junior Honors Thesis (1-3).**On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**ECO 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**ECO 3530-3549. Selected Topics (1-4).** On Demand.

Topics covered have ranged from mathematical economics to economics of the law. Prerequisite: permission of the instructor.

**ECO 3550. Public Finance and Taxation (3).** On Demand.

Economics analysis of government revenues and expenditures, impact of the government budget, shifting and incidence of taxation, public debt, fiscal policies. Prerequisites: ECO 2030 and ECO 2040.

**ECO 3551. American Economic History (3).F.**

Evolution of the American economy from colonial times through World War II. Emphasis is upon (1) the integration of African European and Native American economic activities into an interdependent system, (2) the spatial integration of diverse geographic regions into an integrated national economy, (3) the transition from a predominantly rural and agricultural economy into a mainly urban, industrial and commercial economy, (4) the Great Depression and the growth of government intervention in economic activity, (5) the changing balance between domestic and foreign commerce and (6) the role of war in American economic development. The methods of economic geography are combined with those of economic analysis to understand American history. Prerequisite: ECO 1010 or ECO 2030.

**ECO 3610. Economics of Health Care (3).S.**

Economic theory is applied to the health care industry. Included is an overall perspective of the health care industry, identification of the factors influencing the demand for and the supply of health care; identification of some costs and benefits of health programs, hospital organization and efficiency, and a consideration of alternative methods of financing health care. Prerequisite: ECO 2030 with a minimum grade of C-.

**ECO 3630. History of Economic Thought (3).S.**

Origin, development, and analysis of the major trends, contributions, and conflicts in the development of modern economic philosophy, analysis, and theory. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, ECO 2030 and ECO 2040.

**ECO 3650. Industrial Organization and Public Policy Toward Business (3).** On Demand.

A study of the structure of firms and markets and of their interactions. It first considers the basics of competition, monopoly, oligopoly, and monopolistic competition. It then considers the "new industrial organization" which includes topics such as strategic behavior, price discrimination, nonlinear pricing, vertical integration and vertical restrictions, information, advertising, and government policies and their effects. Prerequisites: ECO 2030, ECO 2040 and MAT 1035 or MAT 1030 or equivalent.

**ECO 3680. Experimental and Behavioral Economics (3).S.**

An experimental science approach to studying human behavior. Controlled experiments are used to explore how individuals and groups behave in a variety of decision environments. Psychological influences on behavior are also addressed. Topics include, but are not limited to: ethical treatment of human subjects, market experiments, individual decision-making, risk and choice, behavioral game theory, and neuroeconomics. Prerequisite: ECO 2030.

**ECO 3710. Managerial Economics (3).S.**

Use of statistical and mathematical concepts and techniques in solving problems in economics. Microeconomic theory is reviewed and optimizing techniques are used in decision making. Prerequisites: ECO 2030, ECO 2040 and ECO 2100 or equivalent.

**ECO 3720. Economics of Personnel (3).S.**

Application of economic analysis to personnel issues. Topics include hiring, training, the method of pay, and motivation and evaluation of workers. Prerequisites: ECO 2030 and ECO 2040.

**ECO 3730. Econometrics (3).F.**

The course studies the use of statistical methods to estimate and test models in economics, business, and the social sciences. The focus of the course is on multiple regression models and their estimation with computer software. Additional topics covered may include panel data, limited dependent variables, instrumental variables, and time series models. Prerequisites: ECO 2030, ECO 2040, and ECO 2200, or permission of the instructor.

**ECO 3800. Urban and Regional Economics (3).** On Demand.

An examination of the institutional background necessary for urban and regional growth. An introduction to theoretical models of growth. Prerequisites: ECO 2030 and ECO 2040.

**ECO 3900. Internship (6 or 9).F;S.**

A full-time work experience in business. Nine semester hours of credit are granted for a normal 15-week internship with six semester hours granted for a 10-week internship. Students are encouraged to do internships during the summer between their junior and

senior years of study. Prerequisites: admission to the Walker College of Business or the College of Arts and Sciences, and permission of the departmental chair and the internship coordinator. Graded on an S/U basis.

**ECO 4500. Independent Study** (1-4).F;S.

**ECO 4510. Senior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**ECO 4530-4549. Selected Topics** (1-4).On Demand.

**ECO 4621. Environmental Economics and Policy** (3).S.

Analysis of the interrelationships among economic activity, government policies, and the environment; the benefits and costs of economic growth; the economics of environmental quality; the social costs of pollution; and the intertemporal allocation of natural resources. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ECO 2030 or ECO 2620. [Dual-listed with ECO 5621.] Dual-listed courses require senior standing.

**ECO 4640. International Macroeconomics** (3).F.

This course aims to provide a basic knowledge of how international financial markets work. It is a combination of lectures and discussions covering theory and real-world policies, events, and evidence. The course can be broadly divided into three parts – foreign exchange markets, international financial transactions, and economic policies. The first part focuses on exchange rate behavior, foreign exchange rate markets, and the determinants of the exchange rates. The second part of the course studies international financial transactions in a global macroeconomy. The goal of the last part of the course is to understand how the choices governments make about monetary and fiscal policies, or about exchange rate regime and capital mobility, affect economic outcomes, and why crises occur. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course and ECO 2040. [Dual-listed with ECO 5640.] Dual-listed courses require senior standing.

**ECO 4660. Benefit-Cost Analysis** (3).F.

The study of the evaluation of competing public policy alternatives. The purpose of benefit-cost analysis is to inform government decision-making and facilitate the more efficient allocation of scarce resources. This course introduces the basic theory and principles of benefit-cost analysis and examines applications of the methodology. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ECO 2030. [Dual-listed with ECO 5660.] Dual-listed courses require senior standing.

**ECO 4740. Forecasting and Time Series Models** (3).On Demand.

An examination of time series models for purposes of forecasting and performing time series regressions in economics, business, and the social sciences. Topics covered may include ARIMA, VAR, Granger causality, unit roots, spurious regressions, ARCH, and GARCH. Computer software will be utilized in applications. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ECO 2200 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with ECO 5740.] Dual-listed courses require senior standing.

**ECO 4810. Seminar in Economics** (3).F;S.

*GEN ED: Capstone Experience*

In-depth research and analysis of selected economic issues and problems. Required of all seniors majoring in economics or banking. Students participate in discussions of significant economic problems, theories and policies. Preparation of empirical papers that apply theoretical models and quantitative methods is required. These papers will be presented orally and in writing to the seminar participants. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, ECO 3010, ECO 3020, and senior standing.

## Department of Finance, Banking and Insurance (FIN)

*Delbert C. Goff, InterimChair*

*Jonathan Allen*

*Jamie Anderson-Parson*

*Bryan S. Bouboulis*

*Robert L. Cherry, Jr.*

*Harry M. Davis*

*Leigh Dunston*

*Karen Epermanis*

*John P. Geary*

*Jeff Hobbs*

*Jarrod Johnston*

*Terrill R. Keasler*

*David Marlett*

*Rick E. Mattar*

*Chris R. McNeil*

*Heather Hulburt Norris, Dean*

*Ivan C. Roten*

*Joseph R. Walsh*

The primary objective of the Department of Finance, Banking and Insurance is to develop leaders for the business, government, and educational communities and to assist them in making contributions to society. This objective is obtained in two ways. First, students are provided with the theoretical concepts needed to understand and dissect business problems. Second, the faculty provide students with practical applications needed for financial analysis in their given areas of study.

In addition to practical applications in the classroom, students are encouraged to take advantage of the internship program. This program allows students to gain valuable practical business experience while still in college.

The Department of Finance, Banking and Insurance houses the North Carolina Bankers Association Professorship, the Alfred T. Adams Distinguished Chair of Banking, the Richard S. Brantley Risk and Insurance Center, the Joseph F. Freeman Distinguished Professorship of Risk Management and Insurance, the L.M. (Bud) Baker, Jr. Professorship, and the Independent Insurance Agents of North Carolina (IIANC) Distinguished Professorship.

### **The Bachelor of Science in Business Administration degree in Finance and Banking (326A/52.0801)**

The program of study is available at: [www.programsofstudy.appstate.edu/finance-and-banking-bsba-326a-2016-2017](http://www.programsofstudy.appstate.edu/finance-and-banking-bsba-326a-2016-2017)

### **The Bachelor of Science in Business Administration degree in Risk Management and Insurance (380A/52.1701)**

The program of study is available at: [www.programsofstudy.appstate.edu/risk-management-and-insurance-bsba-380a-2016-2017](http://www.programsofstudy.appstate.edu/risk-management-and-insurance-bsba-380a-2016-2017)

Risk management and insurance majors are advised to use their elective hours in areas such as accounting, economics, finance, management, mathematical sciences, law, real estate and additional risk and insurance courses. An internship may be elected to provide practical experience, with academic credit, in the field of specialization.

The Richard S. Brantley Risk and Insurance Center, housed in the Department of Finance, Banking and Insurance, has the mission of developing the strongest possible degree program in risk management and insurance. The Brantley Center supports the Risk Management and Insurance major by sponsoring the Gamma Iota Sigma insurance fraternity, scholarships, internships, executive-in-residence appointments, and the placement of graduates in the insurance industry.

### **Undergraduate Minor in Employee Benefits (381/52.1701)**

The undergraduate minor in Employee Benefits (15 semester hours) is available to both business and non-business majors. The minor provides a multi-disciplinary curriculum regarding the field of employee benefits. Curriculum provides an extensive analysis of employee benefits from management, insurance, and public policy perspectives.

The program of study is available at: [www.programsofstudy.appstate.edu/employee-benefits-minor-381-2016-2017](http://www.programsofstudy.appstate.edu/employee-benefits-minor-381-2016-2017)

Students not admitted to the College of Business may take at most five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses. A minimum overall GPA of 2.0 is required of the 15 s.h. for courses included in the Employee Benefits minor.

### **Courses of Instruction in Finance, Banking And Insurance (FIN) and Law (LAW)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### **SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:**

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## FINANCE, BANKING AND INSURANCE (FIN)

**FIN 1530–1549. Selected Topics** (1–4). On Demand.

**FIN 2500. Independent Study** (1–4).F;S.

**FIN 2530–2549. Selected Topics** (1–4). On Demand.

**FIN 2860. Personal Finance** (3).F;S.

*GEN ED: Liberal Studies Experience*

A study of the key concepts, tools, and techniques of personal financial management. Focus is placed on the financial statements of the individual. The balance sheet model includes a discussion of personal assets - both financial and non-financial, personal liabilities including all types of loans, and personal net worth. The implications of the current financial environment (i.e., changing tax laws, savings instruments, interest rates, etc.) is also considered from the standpoint of the individual.

**FIN 3010. Survey of Finance** (3).F;S. This course is not open to business majors for credit.

An introduction to the field of finance in the private sector. The student is introduced to financial management in the business firm to the principles of investment and valuation, and to financial markets and prices.

**FIN 3030. Personal Financial Management** (3).F;S.

This course provides a study of the key concepts and tools that are necessary to help students manage their personal finances and help them avoid financial difficulties as they transition from college life to their professional careers. Topics covered include budgeting, saving for financial emergencies and major purchases, investing for the future, retirement planning, selecting the appropriate investment instruments, use of insurance, and personal debt management. Other topics related to the current financial environment and their impact on personal financial management may be covered.

**FIN 3100. Principles of Risk Management and Insurance** (3).F;S.

An introductory study of the risk management process and the importance of insurance as a method of handling risk. This course is designed to generate an awareness of the nature of risk, its effects on individual and business decisions, and the methods available for treating risk. Course content includes property insurance, auto insurance, life and health insurance, workers compensation and employee benefits. Relationships between risk management and other functional areas of business are also considered.

**FIN 3350. International Business Transactions** (3).F;S.

The mechanics of international trade involving private and public law are the essentials for study. Emphasis is on providing the exporter/importer with legal knowledge to facilitate international trade and its related activities. Basic international agreements for trade will be examined, including GATT and its implications for U.S. importers under American law. Legal problems of multinational corporations, technology transfer, and business ethics are also studied. Prerequisite: LAW 2150 or permission of the instructor.

**FIN 3500. Independent Study** (1–4).F;S.

**FIN 3510. Junior Honors Thesis** (1-3). On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**FIN 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**FIN 3530–3549. Selected Topics (1–4).** On Demand.

**FIN 3600. Personal Insurance (3).**F;S.

Provides a comprehensive examination of the personal risk management and financial planning uses of personal property and liability insurance, and life and health insurance. Discussion includes homeowners policies and other residential insurance coverages, small business needs for property and liability insurance, life insurance, and health insurance. Also considered are retirement planning, estate planning, and business continuation planning. Prerequisite: FIN 3100.

**FIN 3680. Introduction to Finance (3).**F;S.

An introduction to the field of finance in the private sector. The student is introduced to financial management in the business firm to the principles of investment and valuation, and to financial markets and prices. Prerequisites: ACC 2100, and MAT 1035 or MAT 1030 or MAT 1110.

**FIN 3690. Financial Management (3).**F;S.

Study of financial functions of a business enterprise conducted from the standpoint of the financial manager. Emphasis on analysis, planning, and control; working capital management; capital budgeting; long-term financing; financial structure and valuation; and required return. Prerequisite: FIN 3680.

**FIN 3700. Employee Benefits (3).**S.

A comprehensive analysis of employee benefits from management, insurance, and public policy viewpoints. The design and financing aspects of benefits, ranging from health care to dependent care to pensions are examined in meeting the needs of a diverse workforce.

**FIN 3720. Group Benefits Management (3).** F.

This course examines a wide variety of employee welfare benefits including: dependent care and family leave benefits; work/life benefits-such as financial planning, adoption assistance, legal services, and education assistance; and vacation and other time-off benefits. Material explores the important topic of flexible benefit plans and flexible spending accounts, and the course then covers various functions associated with welfare plans such as administration, communication and taxation.

**FIN 3730. Health Plan Design and Management (3).** S.

The purpose of the course is to provide a theoretical basis for understanding the practical issues in health plan design, management and administration. The course is designed to provide a framework for thinking about health care costs and financing in a comprehensive way that engenders well-managed group benefit programs, as well as providing a theoretical basis for understanding the practical issues in health plan design, management and administration. The material includes an overview of the structure, conduct and performance of the U.S. health care industry and alternative health care funding arrangements. The course also explores current and developing issues of relevance to health care financing.

**FIN 3780. Estate Planning (3).** On Demand.

This course covers the basic concepts and constraints of estate and gift tax planning as the primary method of orderly and intentional wealth transfer. Students will be exposed to the major strategies employed by practitioners when developing estate plans. Topics covered include wills, trusts, estates, risk management, insurance, retirement planning, and taxation. Prerequisites: FIN 3100 and FIN 3680.

**FIN 3790. Banking and Financial Markets (3).**F;S.

A study of the theory and practice of the flow of funds from savers to borrowers through the financial markets. It includes the study of banks and other financial institutions through which funds flow, and of the financial instruments such as stocks, bonds, T-bills, etc. used in the transfer of funds from savers to borrowers. The focus is on the supply and demand for short-term and long-term funds in the financial markets, the resulting yields, and the overall effects of financial market conditions on the functioning of the economy. Prerequisite: FIN 3680.

**FIN 3850. Real Estate Principles and Practices (3).**;S.

A comprehensive introduction to real estate, with emphasis on finance, investment, law, appraisal, brokerage, and property management applications.

**FIN 3880. Retirement and Employee Benefit Planning (3).** On Demand.

This course covers the concepts involved in developing retirement and employee benefit plans from both the employer and employee perspectives. Participants will study the legislation that impacts plan design and the tax advantages and disadvantages of various qualified and non-qualified plans including IRAs and pension and profit sharing plans. Federal Social Security, Medicare, and business applications will also be addressed. Prerequisite: FIN 3100. Corequisite: FIN 3890.



**FIN 3890. Survey of Investments (3).F;S.**

A survey of investment instruments and investment goals. The course provides an overview of basic techniques used to analyze, evaluate, and manage investments. Investment instruments examined include money market instruments, common stocks, bonds, options, futures, and investment companies. Prerequisite: FIN 3680.

**FIN 3900. Internship (3-9).SS.**

Work experience in business. Nine semester hours of credit are granted for a minimum 600 hour internship. Six semester hours are granted for a minimum 400 hour internship. Three semester hours are granted for a minimum 200 hour internship. Minimum hours must be fulfilled during no more than a 15 week period. Credits are generally given during the summer only. Prerequisite: admission to the Walker College of Business and permission of the departmental chair. Graded on an S/U basis.

**FIN 4500. Independent Study (1-4).F;S.**

**FIN 4510. Senior Honors Thesis (1-3). On Demand.**

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**FIN 4530-4549. Selected Topics (1-4). On Demand.**

**FIN 4580. Financial Planning (3). On Demand.**

This course provides a comprehensive examination of the financial planning process that is necessary to reach individuals' goals relating to retirement planning, college planning and estate planning. Students will be given an opportunity to explore how insurance products and investments are utilized to meet long-term goals. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, FIN 3780, and FIN 3880.

**FIN 4600. Commercial Insurance (3).F;S.**

Provides a comprehensive examination of commercial property and liability insurance including commercial property and commercial liability risk management; the legal environment of property and liability insurance; and property and liability insurance function, practices and issues. Prerequisite: FIN 3100 and a minimum grade of "C" in any Writing in the Discipline (WID) Course.

**FIN 4610. Commercial Bank Management (3).F;S.**

A study of the management decisions needed in order to successfully operate a commercial bank as a part of the financial services industry. The competitive structure of the industry and problems of banks and other financial institutions are considered. Emphasis is given to asset/liability management. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, FIN 3690, and either FIN 3790 or ECO 3070.

**FIN 4620. Investment Management I (3).F.**

An introduction to security analysis and investment management. Topics covered include using investment information resources, evaluation of overall economic and market conditions, and stock selection and evaluation methods. Particular emphasis is placed on the practical application of stock valuation techniques and other security analysis tools. Detailed stock analysis projects are completed and presented. Students receive hands-on investment experience through the management of the Elbert V. Bowden Student Managed Investment Fund. Students taking this course MUST also take FIN 4622 (Investment Management II) and will not receive a grade in this course until FIN 4622 is completed. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and permission of the instructor. Corequisites: FIN 3690 and FIN 3890.

**FIN 4622. Investment Management II (3).S.**

A continuation of the study of security analysis and investment management. More advanced topics and techniques are covered, including portfolio theory, asset allocation, market efficiency, and portfolio risk/return measurement and evaluation. Additional stock analysis projects are completed and presented. An annual report for the Elbert V. Bowden Student Managed Investment Fund must be prepared and presented. Students receive hands-on investment experience through the management of the Student Managed Investment Fund. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and FIN 4620.

**FIN 4660. Advanced Financial Management (3).F;S.**

A continuation of the study of corporate finance, begun in FIN 3690. Emphasis on applied financial analysis and financial decision making. More advanced topics and techniques are covered. Course coverage includes financial statement analysis, analysis of risk and return and working capital management. Computer applications are required. Prerequisites: FIN 3690 and a minimum grade of "C" in any Writing in the Discipline (WID) course.

**FIN 4700. Insurance Operations (3).F.**

In-depth study of essential operations of insurance companies and agencies, focusing on product development, marketing, actuarial, underwriting, claims and financial activities. The course will examine business strategies and global operations of insurers and the regulatory environment in which they operate. The course will also examine the organizational, sales and financial management of insurance agencies. Prerequisite: FIN 3100 and a minimum grade of "C" in any Writing in the Discipline (WID) course.

**FIN 4710. Issues in Bank Management (3). On Demand.**

This course focuses on the real world, day-to-day operation of commercial banks and the rapidly changing legal, regulatory, and competitive environment in the banking/financial services industry. Important topics covered include commercial and consumer lending, trust functions and services, mergers and acquisitions, funds management and investments, international banking activities, and others. Students are required to do a research project involving interviews with bankers, and focusing on a current topic of interest to bankers. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, FIN 4610, and permission of the instructor.

**FIN 4750. International Business Finance (3).F;S.**

A study of international markets and the financial operations that take place in those markets. The financial aspects and operations of multinational corporations are highlighted. Key topics covered include exchange rate behavior and risk management, financing of international trade and operations, and international capital budgeting. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and FIN 3680. (Global Learning Opportunity course)

**FIN 4770. Derivatives and Financial Risk Management (3).F;S.**

This course provides a theoretical and practical analysis of the following derivative instruments: forwards, futures, options, options on futures, and swaps. Topics include speculative and hedging strategies, with additional emphasis placed on arbitrage pricing and the mathematics of security valuation. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and FIN 3890.

**FIN 4800. International Insurance Markets (3).S.**

This course is designed to expose students to the placement of insurance on an international level. Students will travel to London, which is the home to many of the world's leading insurers and reinsurers. The 3-hour course will be offered during the spring semester and students will travel to London over spring break. The course involves an analysis of the mechanisms employed to transfer risk from main street USA exposures to ultimate risk bearers around the world. Students will also learn about the regulatory environments involved in the process. While in London, students will meet with Lloyds of London brokers and underwriters, spend a day on the underwriting floor at Lloyds, learn about wholesale and reinsurance brokering, and attend short seminars at various insurance intermediaries. Students will also have a short time to visit historic and cultural sites during the week. Prerequisite: FIN 3100 and a minimum grade of "C" in any Writing in the Discipline (WID) course. (Global Learning Opportunity course)

**FIN 4810. Seminar (1-3). On Demand.**

**FIN 4950. Enterprise Risk and Insurance Management (3).F;S.**

This course examines how corporations approach the problem of dealing with risks in today's complex marketplace. Emphasis is given to the economic impact of risk on the firm, concentrating on minimizing the cost of risk regardless of the source. Consideration is given to the various sources of risk classifications including hazard risk, operational risk, strategic risk, and financial risk. Alternative methods of dealing with, managing, and financing risk are considered. Methods include loss prevention, risk retention, insurance purchasing, and risk financing techniques available through the capital markets. We also discuss today's global marketplace and the risks faced by multinational firms. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and FIN 3100. Prerequisite or Co-requisite: FIN 4600

**LAW (LAW)**

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**LAW 2150. Legal Environment of Business (3).F;S.**

An introduction to the legal environment in which business must operate. Selected areas of the law are investigated as well as the historical, political, cultural, ethical and technical context in which law exists and operates. Ethical issues are integrated throughout the course. Current legal topics that impact business are analyzed and discussed.

**LAW 3910. Business Law I (3). On Demand.**

A study of selected areas of the law that affect the commercial community. Includes the law of contracts, sales, commercial paper, agency and other legal topic areas. Common law concepts are investigated as well as the impact of the Uniform Commercial Code on commercial transactions. The course is designed to give students an awareness of legal problems that may exist in commercial transactions, and to develop the analytical skills necessary to recognize and seek assistance for such problems. Prerequisite: LAW 2150 or equivalent.

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**LAW 3930. Hospitality Law** (3). On Demand.

Laws applicable to ownership and operation of hotels, restaurants and resorts. Consideration of contracts, real property, ownership forms, torts, liabilities, duties and administrative agency regulations. Prerequisites: HOS 2000.

**LAW 3960. Insurance Law** (3). On Demand.

A study of the legal issues that affect licensing, regulation, sales and claims in the insurance industry. Common law and statutory schemes are investigated as well as the ethical responsibility of all involved parties. This course is designed for insurance majors that seek an in-depth understanding into the legal framework of the insurance process. Prerequisite: LAW 2150.

## Department of Management (MGT/HOS/ENT)

Degree Programs in Management and Hospitality and Tourism Management

*Jacqueline Z. Bergman, Chair*

*Stella E. Anderson*

*Robin T. Byerly*

*J. Dana Clark*

*Betty S. Coffey*

*Joseph P. Daly*

*Heather Dixon-Fowler*

*J. Kemp Ellington*

*Scott D. Hayward*

*Dan K. Hsu*

*Carol S. Kline*

*Mark O. Lewis*

*Martin B. Meznar, Associate Dean*

*Rajat Panwar*

*Jesse D. Pipes*

*Richard W. Pouder*

*Benjamin C. Powell*

*Rachel S. Shinnar*

*Alan E. Singer*

*Peter D. Villanova*

*James W. Westerman*

*Brian G. Whitaker*

The objective of the Department of Management is to develop responsible and successful leaders of organizations by providing quality undergraduate and graduate education.

### **The Bachelor of Science in Business Administration degree in Management (355A/52.0201)**

The program of study is available at: [www.programsofstudy.appstate.edu/management-bsba-355a-2016-2017](http://www.programsofstudy.appstate.edu/management-bsba-355a-2016-2017)

### **Undergraduate Minor in Advanced Entrepreneurship (346/52.0701) (for business majors only)**

Students majoring in the Walker College of Business may earn an Advanced Entrepreneurship minor (18 semester hours).

The program of study is available at: [www.programsofstudy.appstate.edu/advanced-entrepreneurship-minor-346-2016-2017](http://www.programsofstudy.appstate.edu/advanced-entrepreneurship-minor-346-2016-2017)

### **Undergraduate Minor in Entrepreneurial Studies (347/52.0701) (for non-business majors only)**

Students not majoring in the Walker College of Business may earn an Entrepreneurship Studies minor (15 semester hours).

The program of study is available at: [www.programsofstudy.appstate.edu/entrepreneurial-studies-minor-347-2016-2017](http://www.programsofstudy.appstate.edu/entrepreneurial-studies-minor-347-2016-2017)

### **Undergraduate Minor in Human Resource Management (348/52.1001) (for business and non-business majors)**

The undergraduate minor in Human Resource Management (18 semester hours) is available to both business and non-business majors. The minor provides a curriculum in the foundations of Human Resource Management. The main goal of Human Resource Management is to improve an organization's effectiveness by instituting sound personnel practices and policies that will provide a safe, fair, and ethical environment for an organization's employees.

The program of study is available at: [www.programsofstudy.appstate.edu/human-resource-management-minor-348-2016-2017](http://www.programsofstudy.appstate.edu/human-resource-management-minor-348-2016-2017)

Students not admitted to the College of Business may take, at most, five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses. A minimum GPA of 2.0 (overall) is required for the courses included in the Human Resource Management minor.

### **Undergraduate Minor in Sustainable Business (349/52.0201) (for business and non-business majors)**

The undergraduate minor in Sustainable Business (18 semester hours) is available to both business and non-business majors. The minor provides an interdisciplinary curriculum in sustainable business foundations, theory, and applications. The implementation of sustainable business concepts helps organizations achieve their goals by ensuring that their business practices are economically, socially, and environmentally viable. This minor provides students with a comprehensive understanding of sustainable business and the tools to create new opportunities for sustainable business value creation.

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-business-minor-349-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-business-minor-349-2016-2017)

Students not admitted to the College of Business may take, at most, five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses. A minimum GPA of 2.0 (overall) is required for the courses included in the Sustainable Business minor.

### **Courses of Instruction in Management (MGT)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### **SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:**

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions

beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## MANAGEMENT (MGT)

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**MGT 1530–1549. Selected Topics** (1–4).On Demand.

**MGT 2500. Independent Study** (1–4).F;S.

**MGT 2530–2549. Selected Topics** (1–4).On Demand.

**MGT 3010. Survey of Management** (3).F;S. This course is not open to business majors for credit.

An introduction to traditional and contemporary functions and concerns of management, including the history of management; planning, organizing, and controlling; decision-making fundamentals; information systems; motivation, communication, and leadership; international management; and social responsibilities of management.

**MGT 3170. Creativity and Design** (3). F;S.

This course focuses on enhancing individual creativity before engaging in the group process of design thinking. Design thinking is an iterative problem-solving process of discovery, ideation, and implementation that utilizes numerous design-based techniques to gain insight into core drivers of human behavior. Once such awareness is developed it becomes a foundation from which innovative solutions for virtually any type of organizational or business challenge are developed. At the heart of this approach is a deep sensitivity to the needs of people, so that innovations that result from the process are meaningfully used, and lead to positive desired outcomes for individuals, organizations, and society. The course concludes with exploration into organizational factors that impact creativity, as well as individual level strategies that can enable people to be more productive in creative contexts.

**MGT 3300. Sustainable Business-Theory and Practice** (3).F;S.

The course provides a comprehensive exploration of business sustainability issues. Environmental and social concerns are converging to alter business strategies and practices, leading to new opportunities to create value for all of an organization's stakeholders. Using lecture, case analysis, site visits, and guest speakers, students will learn about sustainable business practices that are both local and national in scope.

**MGT 3400. Change Management** (3).S.

In competitive business environments, where external forces are interconnected and continuously changing, organizations must often adjust their strategies to align with the needs of a changing world. Yet, the human side of organizations often inhibits the successful realization of strategic organizational initiatives. Managing in times of complexity requires that managers have an understanding of individual and organizational tendencies towards change to effectively lead change initiatives in a systematic way. Through multiple modes of learning (lecture, case analysis, applied projects, group discussion, and individual reflection), this course helps students develop change management skills to enhance their influence in their current and future organizations.

**MGT 3500. Independent Study** (1–4).F;S.

**MGT 3510. Junior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**MGT 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process of the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**MGT 3530–3549. Selected Topics** (1–4).On Demand.

**MGT 3620. Human Resource Management** (3).F;S.

A study of basic personnel policies, practices, objectives, functions and the organization of personnel programs. Emphasis is placed on recruiting, selection, placement, training and development, employee evaluation, compensation, accident prevention, and union management relations in a modern business corporation.

**MGT 3630. Introduction to Organizational Behavior** (3).F;S.

A study of individual and small group behavior in a work setting with focus on how this knowledge is reflected in current management theories. Emphasis is placed on understanding why employees behave the way they do and how to use this understanding to either maintain or change this behavior. Management majors are encouraged to take this course before or concurrently with MGT 3620.

**MGT 3660. Negotiation and Conflict Resolution** (3).F.

A study of negotiation in a variety of settings that business and professional people are likely to encounter. Negotiation is both a science and an art. Students will have the opportunity to learn about the science of negotiation through readings, lectures, and discussions; and will practice the art of negotiation through a variety of exercises or dynamic cases. The course is designed to complement the diagnostic and technical skills that students typically learn in other courses. While managers need analytical skills to determine the optimal solutions to problems, negotiation skills are often necessary to see those solutions implemented.

**MGT 3670. International Human Resource Management** (3).S.

A study of human resource management with emphasis on the global economy. Topics will include human resource practices of multinational firms involved in international strategic alliances, joint ventures, and cross-border mergers and acquisitions. Attention will be given to managing expatriate assignments in terms of selection, preparation, retention, and inter-cultural adjustment. Additional topics will include managing host country nationals on their own soil and immigrant workers on U.S. domestic soil. (Global Learning Opportunity course)

**MGT 3800. International Management** (3).F;S.

International management studies management as practiced in different nations and cultures. The influences of differences in the political, economic, social, legal, and technological environments on the management functions (planning, organizing, motivating, and controlling) and management effectiveness are examined. The requirements and problems of adapting the American approach to management in foreign cultures, and conversely, adapting foreign approaches to American business will be basic to the course. Also included will be an investigation of management practices world-wide as well as an examination of current issues and special topics. Prerequisite: MGT 3010 or MGT 3630. (Global Learning Opportunity course)

**MGT 3900. Internship** (6).SS.

A full-time work experience for ten weeks (400 hours) to provide an in-depth practical experience that is related to the student's management concentration. An internship may be completed during the summer term between the junior and senior years of study. Prerequisites: admission to the Walker College of Business and permission of the department faculty advisor and COB internship coordinator. Graded on an S/U basis.

**MGT 4500. Independent Study** (1–4).F;S.

**MGT 4510. Senior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**MGT 4530–4549. Selected Topics** (1–4).On Demand.

**MGT 4570. Compensation** (3).F.

This course presents practical tools, methods, and a systems perspective to help advance students' understanding of human resource management. The course covers compensation, benefits and related human resource functions such as performance appraisal, job analysis and selection practices. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and MGT 3620. [Dual-listed with MGT 5570.] Dual-listed courses require senior standing.

**MGT 4630. Employee and Labor Relations** (3).S.

This course explores the historical development of U.S. employment relations, the rights and responsibilities of employers and employees, and the legal framework of labor relations. The focus is on both union and nonunion settings, however special consideration of issues, terms, and strategies of union contract negotiation and administration are discussed. Strong consideration is given to public



policy relating to the employment relationship. In addition to these topics, we will explore union governance and structure, collective bargaining and impasse resolution procedures, grievance procedures, employee involvement and opinions, and deviant workplace behaviors. Prerequisite: a minimum grade of "C" in any Writing in the Discipline (WID) course. [Dual-listed with MGT 5630.] Dual-listed courses require senior standing.

**MGT 4640. The Strategy and Practice of Human Resource Management (3).F;S.**

This course examines human resource management from a strategic perspective. It is an interactive course which explores the intersection of human resource management, business policy, and competitive strategy. The goal is to provide students with the skills and core competencies needed to be successful managers of human capital in organizations. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and MGT 3620.

**MGT 4700. Contemporary Issues in Management and Leadership (3).F;S.**

This course is designed to explore theories and practical applications of management and leadership in organizational settings. The major emphasis is on building the managerial and leadership skills necessary to diagnose and provide remedies for organizational level problems. Subjects covered include: management, leadership, strategic vision, organizational culture and values, motivation and empowerment, teams, leading diversity, and leading organizational change. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and MGT 3630 or MGT 3010. [Dual-listed with MGT 5700.] Dual-listed courses require senior standing.

**MGT 4750. Strategic Management (3).F;S.**

Integrates and draws upon knowledge gained in the core business disciplines to develop a holistic perspective of organizations competing in dynamic domestic and global environments. The course engages students in understanding how organizations identify and create new opportunities to sustain a competitive advantage. Emphasis is placed on acquiring and demonstrating analytical skills needed to implement successful strategies. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, all College of Business core courses, and final semester senior standing. (This course may not be taken on an individual study basis.)

**MGT 4770. Business Ethics (3).F;S.**

A study of the economic, political, social and legal environments within which business processes take place and how such environments affect the decisions that businesses and managers make. Prerequisite: a minimum grade of "C" in any Writing in the Discipline (WID) course. [Dual-listed with MGT 5770.] Dual-listed courses require senior standing.

**MGT 4810. Seminar (1-3). On Demand.**

## ENTREPRENEURSHIP (ENT)

**ENT 3060. Opportunity and Entrepreneurship (3).F;S.**

This course introduces students to the entrepreneurial process and its two components: opportunity recognition and opportunity exploitation. It provides training in recognizing, shaping, and presenting opportunities. It surveys knowledge from all major business disciplines that is particularly relevant to the entrepreneurial process. Students with a background in business learn how to apply their knowledge in entrepreneurial contexts. Non-business students learn business fundamentals relevant in entrepreneurial contexts and how to apply them.

**ENT 3190. International Entrepreneurship (3).F.**

A study of the complexity added when the opportunities recognized and exploited by entrepreneurs span national boundaries. Students will learn tools and concepts that are broadly applicable to identify, shape, and present entrepreneurial opportunities in different national contexts. Topics include international entrepreneurship as it relates to mode of entry, trade and the global environment, culture, legal, international financial and marketing considerations, and different business practices outside the domestic market. Prerequisite: ENT 3060 or permission of the instructor. (Global Learning Opportunity course)

**ENT 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process of the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**ENT 3530-3549. Selected Topics (1-4).On Demand.**

**ENT 3600. Entrepreneurship Study Abroad (3-6).On Demand.**

This course provides students with the opportunity to study entrepreneurship, small business practices, and innovation abroad. Students may be required to attend pre-travel seminars during the semester. May be repeated for a total credit of six semester hours.

**ENT 3650. Social Entrepreneurship (3).S.**

A study of the opportunities and challenges of using entrepreneurship skills to craft innovative responses to social problems. This

course offers a survey of the field of social entrepreneurship, including an exploration of the players and business structures used by social entrepreneurs, and the mechanics, tensions, and realities of starting and/or managing a social enterprise.

**ENT 3900. Internship (6).SS.**

A full-time work experience for ten weeks (400 hours) to provide an in-depth practical experience that is related to the student's studies in entrepreneurship. An internship may be completed during the summer term between the junior and senior years of study. Prerequisites: admission to the Walker College of Business and permission of the department faculty advisor and COB internship coordinator. Graded on an S/U basis.

**ENT 4530-4549. Selected Topics (1-4).On Demand.**

**ENT 4500. Independent Study (1-4).F;S.**

**ENT 4650. Venture Creation (3).F;S.**

This course focuses on opportunity exploitation in the entrepreneurial process. The emphasis in the course is on the dominant mode of opportunity exploitation which is venture creation. The course helps students develop the knowledge and skills needed to start a business that targets a new business opportunity. It is intended to be a capstone experience for students interested in entrepreneurship. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ENT 3060, MKT 3050, and FIN 3680.

**ENT 4680. Entrepreneurship Practicum (3).On Demand.**

Engaging in an entrepreneurship practicum enables students who have developed an entrepreneurial skill set to apply the skills in one of two contexts. The student may either work on an entrepreneurial project for an existing organization or start a business for which a business plan has been developed. The entrepreneurial project must be pre-approved by the instructor and supervised by the instructor. Prerequisite: a minimum grade of "C" in any Writing in the Discipline (WID) course, and ENT 3060.

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## Hospitality and Tourism Management (HOS)

*J. Dana Clark, Director*

**The Bachelor of Science in Business Administration degree in Hospitality and Tourism Management (371A/52.0901)**

The program of study is available at: [www.programsofstudy.appstate.edu/hospitality-and-tourism-management-bsba-371a-2016-2017](http://www.programsofstudy.appstate.edu/hospitality-and-tourism-management-bsba-371a-2016-2017)

**Undergraduate Minor in Hospitality and Tourism Management (371/52.0901) (for business and non-business majors)**

The undergraduate minor in HOS (15 semester hours) is available to both business and non-business majors, with the exception of HOS majors. The minor provides a solid foundation of the HOS system, business foundations, theory, and applications. This minor provides students with a comprehensive understanding of the industry and the tools to seek or create new opportunities within domestic and international markets. Students not admitted to the College of Business may take, at most, five business courses at the 3000 or 4000 level (unless more is required by a business minor or non-business major). Students must meet all eligibility requirements to take 3000-4000 level business courses. A minimum GPA of 2.0 (overall) is required for the courses included in the Hospitality and Tourism Management minor.

The program of study is available at: [www.programsofstudy.appstate.edu/hospitality-and-tourism-management-minor-371-2016-2017](http://www.programsofstudy.appstate.edu/hospitality-and-tourism-management-minor-371-2016-2017)

## Courses of Instruction in Hospitality Management (HOS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

**SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:**

Enrollment in 3000/4000 level courses in the Walker College of Business is limited to business majors admitted to the College of Business. An exception is allowed for other students, including business majors not yet admitted to the College of Business, to take a maximum of five business courses at the 3000-level or above, including graduate-level courses (unless more are specifically listed as required on the Program of Study for a non-business major, a required concentration, or a required minor). No exceptions beyond this will be allowed.

Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## HOSPITALITY MANAGEMENT (HOS)

**HOS 1530-1549. Selected Topics (1-4).**On Demand.

**HOS 2000. Survey of the Hospitality and Tourism Industry (3).**F;S.

A survey of the history, trends, organizational structure, and economic impact of the hospitality and tourism industry on the national economy. Some study of the problems originating in the operation and management of various segments of the hospitality industry will be introduced.

**HOS 2530-2549. Selected Topics (1-4).**On Demand.

**HOS 3500. Independent Study (1-3).**F;S.

**HOS 3100. Sustainable Tourism (3).**S.

The course will introduce the issues associated with the sustainable management of destinations and tourist attractions. Students will: learn the variety of ways that sustainability can manifest in the hospitality and tourism industry; understand the roles of international stakeholders involved in sustainable tourism; analyze case studies in key areas related to social, economic, and environmental impacts and consequences; and learn broad perspectives on how tourism relates to ecosystems, poverty, health, education, and social equity.

**HOS 3510. Junior Honors Thesis (1-3).**On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**HOS 3520. Instructional Assistance (1).**F;S.

A supervised experience in the instructional process on the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**HOS 3530-3549. Selected Topics (1-4).**On Demand.

**HOS 3700. Hospitality Management Operations I (3).**F;S.

This course involves the concepts and applications of management in food and beverage operations in various types of hospitality firms. Topics such as menu development, beverage management, catering, service, sanitation, foodservice design, and cost controls will be presented. Management approaches will be developed to provide quality products and services. Prerequisite: HOS 2000.

**HOS 3800. Hospitality Management Operations II (3).**F;S.

This course is designed to provide the student with knowledge of lodging operations, which include hotels, cruise ships, and resorts. Lodging operations will be analyzed from a systems perspective, with particular focus on operational standards, and technology. Case studies will be presented to illustrate issues and problems of operations and functional areas of properties such as marketing, rooms division, engineering, accounting, computer applications, and guest security. Prerequisite: HOS 2000.

**HOS 3900. Hospitality Management Internship (6).**SS.

A structured learning experience in a service corporation, designed to prepare the student intern for a professional management career. Ten weeks full-time employment (400 hours) are required. No additional courses may be scheduled while completing an internship. Should be taken during the summer term between the junior and senior years and not during the final semester term of study. Students desiring to take internships must obtain approval in advance from the faculty advisor. A research or topical paper related to the company will be required. Each student will be evaluated on her/his completion of goals previously set by the student, faculty advisor, and company field supervisor. Prerequisites: HOS 2000 and permission of faculty advisors, and a minimum of 9 hours completed in the major. Graded on an S/U basis.

**HOS 4040. Destination Management (3).**S.

The course will introduce the various issues associated with the management of a convention visitors bureau (CVB). The course will analyze the mission, structure, and business activities of organizations that develop and promote a complex tourism destination. This

includes the management functions of membership services, visitor services, financial and marketing concerns, research activities, and the strategic planning and evaluation of these efforts. Topics covered will include developing the following consumer segments; meetings/conventions, pleasure/tours, and festivals/special events. Students will be required to give two class presentations during the semester on the above topics. Prerequisite: a minimum grade of "C" in any Writing in the Discipline (WID) course.

**HOS 4050. Meeting & Convention Management (3).F.**

A course dealing with the many issues impacting the management of large convention and exposition centers. The course is taught from an organizational marketing base. Topics include meeting site selection, program planning and budgeting, legal issues and insurance problems, housing, food and beverage arrangements, transportation, exposition management, and audio-visual services. Prerequisite: a minimum grade of "C" in any Writing in the Discipline (WID) course.

**HOS 4500. Independent Study (1-4).F;S.**

**HOS 4510. Senior Honors Thesis (1-3).On Demand.**

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**HOS 4530-4549. Selected Topics (1-4).On Demand.**

## Department of Marketing (MKT)

*Michael J. Dotson, Interim Chair*

*Pia A. Albinsson*

*Unal O. Boya*

*Ilgam Dara*

*Neel Das*

*Jeffrey Foreman*

*Bonnie S. Guy*

*Eva M. Hyatt*

*Barbara Rule*

*G. David Shows*

*James E. Stoddard*

The objective of the Department of Marketing is to develop responsible and successful business leaders by providing undergraduate and graduate education in the field of marketing.

### Bachelor of Science in Business Administration in Marketing (352\*/52.1401)

Students must select one of the following concentrations:

#### General Marketing (352B)

The program of study is available at: [www.programsofstudy.appstate.edu/marketing-bsba-general-marketing-352b-2016-2017](http://www.programsofstudy.appstate.edu/marketing-bsba-general-marketing-352b-2016-2017)

#### Sales (352C)

The program of study is available at: [www.programsofstudy.appstate.edu/marketing-bsba-sales-352c-2016-2017](http://www.programsofstudy.appstate.edu/marketing-bsba-sales-352c-2016-2017)

### Undergraduate Minor in Marketing (352/52.1401) (for non-business majors only)

The program of study is available at: [www.programsofstudy.appstate.edu/marketing-minor-352-2016-2017](http://www.programsofstudy.appstate.edu/marketing-minor-352-2016-2017)

### Undergraduate minor in Marketing: Sales (354/52.1401).

The program of study is available at: [www.programsofstudy.appstate.edu/marketing-sales-minor-354-2016-2017](http://www.programsofstudy.appstate.edu/marketing-sales-minor-354-2016-2017)

### Undergraduate minor in Marketing: Professional Selling (353/52.1401).

The program of study is available at: [www.programsofstudy.appstate.edu/marketing-professional-selling-minor-353-2016-2017](http://www.programsofstudy.appstate.edu/marketing-professional-selling-minor-353-2016-2017)

## Courses of Instruction in Marketing (MKT)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### SPECIAL NOTE ABOUT ENROLLMENT IN UPPER LEVEL BUSINESS COURSES:

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Prerequisites for 3000 level and 4000 level business courses, in addition to course specific prerequisites, are as follows: 1) 54 earned hours for 3000 level business courses and 2) 84 earned hours and a minimum grade of "C" in any Writing in the Discipline (WID) course for 4000 level business courses.

Business majors are encouraged to complete all admission requirements by the beginning of the junior year. Students who are not admitted to the College of Business will not be allowed to early register for more than five business courses at the 3000-level or above, including graduate-level business courses, even if they anticipate they will be admitted to the College of Business by the beginning of the next semester. Non business majors must get a permit from the College of Business Undergraduate Advising Office to register for any business courses at the 3000-level or above in excess of the five allowed when required on the program of study.

## MARKETING (MKT)

**MKT 1530–1549. Selected Topics** (1–4).On Demand.

**MKT 2500. Independent Study** (1–4).F;S.

**MKT 2530–2549. Selected Topics** (1–4).On Demand.

**MKT 3050. Principles of Marketing (3).F;S.**

An introductory study of the marketing process in advanced market economies. Consideration of psychological theories and determinants of buyer behavior. A background in the elements of the marketing mix; the product distribution structure, the price system, and promotional activities. Survey of marketing in special fields. Planning and evaluating the marketing effort. Using computers to analyze marketing data; quantitative aspects of the marketing function. Prerequisite: ECO 2030.

**MKT 3215. Professional Selling (3).F;S.**

Focus is on the development of selling skills, from prospecting for new customers to making a sales presentation, closing the sale and following up, as well as the development of an understanding of the economic and psychological buying motivations affecting the sales of industrial and consumer goods and services. The course will also include the application of a sales force automation software to facilitate the selling process, and to increase retention of existing customers. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3220. Sales Management (3).F;S.**

Management of sales force. Quantitative techniques and behavioral research applied to planning, organizing, directing, and controlling field sales effort. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3240. Integrated Marketing Communications (3).F;S.**

Intensive investigation of the field of advertising to include a review of the history and the economics of advertising, research, copy, layout, production, budgeting, and advertising organization. Theory and application are stressed. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3260. Managing Distribution Channels (3).F;S.**

The study of distribution as a strategic tool in the marketing mix. The course focuses on the relationship dimensions of channel structure, evaluation and selection of channel participants, behavioral processes, design challenges, functions of leadership, formulation of channel roles, marketing logistics and electronic channels. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3270. Consumer Behavior (3).F;S.**

An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisites: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3280. Business-to-Business Buyer Behavior (3).F;S.**

A study of the distinguishing features of the business marketing environment including the major types of customers, the nature of the procurement function, and forces that drive buying decisions in organizations. Other topics include customer relationship management strategies for business markets, E-commerce strategies for business markets, supply chain management and global business marketing strategies. In addition, techniques for assessing business market opportunities, market segmentation, demand analysis and sales forecasting will be reviewed. Also included will be the planning, implementation and control of the business marketing function. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3285. Retail Management (3).On Demand.**

Focus is on operational problems, retail store organization, location analysis, buying, selling, sales promotion, service, and merchandise handling. Case analysis of managerial problems in retailing establishments. Prerequisites: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3290. Services Marketing (3).On Demand.**

This course examines service organizations' distinctive approach to marketing strategy development and execution. Services marketing explores the unique characteristics and challenges of service organizations and applies the expanded marketing mix (7Ps) in examining marketing strategies and processes for service planning, delivery, evaluation and recovery of service quality with the focus on customer satisfaction and retention. The course broadens the view of marketing and provides an understanding of services marketing theories and of how marketing can be practiced in organizations in local, national and international markets. Sustainability issues related to services marketing will be emphasized. Prerequisites: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3295. New Product Development and Branding (3).On Demand.**

The purpose of this course is to provide a comprehensive dialogue about new product development and brands. The course is broken into two parts. The first part of the course (till and including the First Exam) introduces and discusses a very popular New Product Development process called the Stage Gate System®. Additionally, this portion of the course also introduces some of the best practices in the industry while discussing the Stage Gate System®. Once a product is developed, the marketer subsequently brands the product, which provides the impetus for the second portion of the course. This second portion of the course introduces



and explains how to manage brand equity – the added value an offering has due to the past investments in marketing activities of the brand. Specifically, the branding portion of the course attempts to explain (1) what is and how to build brand equity; (2) ways to measure brand equity; (3) different branding strategies, and, (4) how to adjust branding strategies over time to maximize brand equity. Prerequisites: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3500. Independent Study** (1–4).F;S.

**MKT 3510. Junior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**MKT 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**MKT 3530–3549. Selected Topics** (1–4).On Demand.

Prerequisite: MKT 3050 with a minimum grade of "C" (2.0).

**MKT 3900. Marketing Internship** (3 or 6).SS.

A full-time work experience in business. Three semester hours of credit are granted for a total 200 hour internship. Six semester hours are granted for a total of 400 hours of internship. The maximum credit hours earned cannot exceed six. Students must have at least one semester of coursework left to complete after the internship. Prerequisite: admission to a degree granting college; MKT 3050 with a minimum grade of "C" (2.0), and permission of the departmental chair and the internship coordinator. Graded on an S/U basis.

**MKT 3910. Sales Internship** (3 or 6).SS.

A full-time work experience in business. A sales internship will provide students with an opportunity of in-field work experience in sales. Three semester hours of credit are granted for a total 200 hour internship. Six semester hours are granted for a total of 400 hours of internship. The maximum credit hours earned cannot exceed six. Students must have at least one semester of coursework left to complete after the internship. Prerequisite: admission to a degree granting college; MKT 3050 with a minimum grade of "C" (2.0), and permission of the departmental chair and the internship coordinator. Graded on an S/U basis.

**MKT 4500. Independent Study** (1–4).F;S

**MKT 4510. Senior Honors Thesis** (1-3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the student's junior and senior years and includes a formal presentation to the college faculty. May be repeated for a total credit of three semester hours.

**MKT 4530–4549. Selected Topics** (1–4).On Demand.

**MKT 4550. International Marketing** (3).F;S.

An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and MKT 3050 with a minimum grade of "C" (2.0). (Global Learning Opportunity course)

**MKT 4560. Advanced Sales Techniques** (3).F;S.

Students in this course will build on basic selling skills learned in the prerequisite Professional Selling course. Advanced Sales Techniques will focus on applying and practicing selling skills through role play competition participation and/or selling actual products, services or ideas for collaborating profit or not-for-profit organizations. Students will also develop skills in account management and the application of emerging sales technologies and analytics. Prerequisites: A minimum grade of "C" in any Writing in the Discipline course (WID) and MKT 3215.

**MKT 4620. Marketing Research** (3).F;S.

Techniques involved in the specification, collection, analysis, and reporting of marketing information. The analysis will include experimental design, analysis of variance, and other univariate and multivariate analyses. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, MKT 3050 with a minimum grade of "C" (2.0) and ECO 2200. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**MKT 4650. Strategic Marketing Management** (3).F;S.

An integrated course in marketing, systematically oriented with emphasis on the marketing mix, the formulation of competitive strategies, and special attention to market analysis, marketing information, and sales forecasting. Case analysis is stressed. Prerequisites: a minimum grade of "C" in any Writing in the Discipline (WID) course, and MKT 3050 with a minimum grade of "C" (2.0).

**MKT 4810. Seminar** (1-3).On Demand.

# The Reich College of Education

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## The Reich College of Education

*Melba C. Spooner, Dean*

*David A. Wiley, Associate Dean*

*Monica A. Lambert, Interim Associate Dean*

The Reich College of Education (RCOE) exists to prepare graduates for outstanding service to the public in the fields of education and human services. This preparation includes a broad range of degree programs at the Baccalaureate, Master's, Specialist, and Doctoral levels, as well as licensure and certification programs.

The faculty and staff of the Reich College of Education (RCOE) are committed to preparing our students to understand and serve the communities in which they will work, with a particular emphasis on global engagement, intercultural diversity, and issues of social justice. We view ourselves as a collaborative community of practice that promotes excellence in teaching, learning, research, scholarship, and outreach. We strive to develop professionals who are knowledgeable in their fields, responsive to the needs of others, embrace a reflective approach to their practice, and actively work to establish and sustain ethical and caring working environments. We also embrace new forms of teaching and learning and the applications of emerging technologies central to education in the 21st century and beyond.

The Reich College of Education seeks to maintain a cooperative, forward-thinking posture, with emphasis on:

1. Providing programs of rigor and excellence that challenge its faculty and students to do their best
2. Creating bold initiatives that recognize emerging societal needs with new programs, teaching strategies, and technologies that will keep it on the frontiers of knowledge
3. Supporting the integration of multi-cultural and global orientations in all program areas
4. Seeking to further define and deliver a comprehensive body of knowledge suitable for each of its majors
5. Engaging in an active program of exchange and interchange with its varied publics
6. Continuing to develop a faculty that seeks excellence in its teaching, breadth in its service, and creativity in its scholarship and research

The Reich College of Education has primary responsibility for the preparation of child development B-K, elementary, middle grades, and Career Technical Education Teachers, as well as teachers in special subject areas including library media coordinators, reading teachers, special educators, supervisors, instructional technology specialists, counselors, teachers of higher education, administrators for the public schools and institutions of higher education, child care professionals, and related human development specialists for community agencies. One goal of the college is to provide an efficient delivery system of preservice and inservice preparation to individuals pursuing a career in any of the above listed areas. Additionally, the college houses the Mathematics and Science Education Center and the National Center for Developmental Education. The College collaborates with other colleges at the University in the preparation of K-12 teachers of music, health and physical education, art and secondary teachers.

### Departments

The Reich College of Education consists of the following departments:

- Curriculum and Instruction
- Family and Child Studies
- Human Development and Psychological Counseling
- Leadership and Educational Studies
- Reading Education and Special Education

### Adult Basic Skills Professional Development (ABSPD)

ABSPD works to improve the quality of basic reading, writing, math, and technology skills by training basic skills trainers, administrators, and instructors throughout the state. ABSPD provides a professional development structure upon which all North Carolina community college basic skills instructors can build a successful literacy program.

ABSPD also provides professional development for community-based literacy organizations, publication of training manuals, production of CD-ROMs and videos, and numerous workshops throughout the state.

### James Center for Appalachian Educators [www.jamescenter.appstate.edu](http://www.jamescenter.appstate.edu)

The James Center for Appalachian Educators, named after Steve and Judy James, serves teacher education majors at Appalachian State University. We provide information for prospective students, professional development opportunities, and services for current students. Our learning communities include the Appalachian Community of Education Scholars (ACES) and Transfer Educators. ACES is a group of dedicated future teachers who live together their first two years and participate in leadership and service opportunities. Transfer Educators are a similar group of future teachers who are transfer students.

## The Reich College of Education

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The James Center is located on the fifth floor of the College of Education. Our staff also advises the Appalachian Educators club, which is one of the most active clubs on campus. We host campus visits, Open Houses, and Freshmen Preview Day for prospective students, as well hosting events for current students. We offer advising and support for all education majors from the moment they arrive on campus during Orientation until they are our guests at a Graduation Reception at Commencement.

### Mathematics and Science Education Center

[www.msec.appstate.edu](http://www.msec.appstate.edu)

*Phillip E. Johnson, Director*

The Appalachian Mathematics and Science Education Center is one of several centers in the University of North Carolina System. The mission of the center is to improve the quality and quantity of mathematics and science teachers in the state. Consequently, the ASU Center offers courses, workshops, institutes, and conferences, both on campus and at various sites throughout the region for teachers and for students preparing to teach.

The Center, located in the College of Education Building, houses a vast array of science and mathematics materials which can be checked out and used not only by Appalachian faculty and area public school teachers, but by students as well. Science and mathematics manipulative kits, journals, video tapes, DVDs, textbooks, and models are available for use by students enrolled in methods classes or who are student teaching. Appalachian faculty and students are welcome to come in and browse through the Center's materials.

### National Center for Developmental Education

[www.ncde.appstate.edu](http://www.ncde.appstate.edu)

*Hunter Reed Boylan, Director*

The Center is the nation's primary resource for information, training and research in the field of developmental education. Developmental education is concerned with the learning and human development needs of academically underprepared students attending colleges and universities. Each year hundreds of postsecondary educators take advantage of Center services.

The National Center for Developmental Education, located on the fourth floor of the Education Building, offers a variety of resources and services to college and university personnel throughout the United States who are concerned with the educational needs of academically underprepared college students.

The Center resources include a specialized library and a computerized network linking persons from across the nation knowledgeable in the ways of teaching, counseling and motivating underprepared students. The Center offers conferences, workshops and seminars for practitioners in the field; conducts research, and works closely with the Department of Leadership and Educational Studies in the implementation of the graduate programs in developmental education. The Center also sponsors the Kellogg Institute for the Training and Certification of Developmental Educators, which provides advanced training to selected professionals from across the United States. In addition, the Center publishes the leading periodical in the field, the *Journal of Developmental Education*, as well as a bi-monthly newsletter, *Research in Developmental Education*. The Center also provides consultation and technical assistance to colleges and universities seeking to improve their programs and services to students with academic deficiencies.

### Degrees

The Reich College of Education offers the Bachelor of Science degree leading to teacher licensure in the fields of child development: birth through kindergarten; elementary education (K-6); middle grades education (6-9) with concentrations in language arts, mathematics, science, and social studies; special education with concentrations in adapted curriculum K-12, and general curriculum K-12; 9-12 licensure in business education with concentrations in business education, or business and marketing education; and family and consumer sciences, secondary education. The Reich College of Education works to assist other colleges by delivering licensure requirements in the Bachelor of Music degree with K-12 teacher licensure, the Bachelor of Science degree with teacher licensure (9-12) in English, secondary education; history, social studies education; technology education with concentrations in secondary education, or trade and industry; mathematics, secondary education; biology, secondary education; chemistry, secondary education; geology, secondary education; and physics, secondary education. The Reich College of Education also assists other colleges with the Bachelor of Science degree with K-12 teacher licensure in art education (K-12); languages, literatures, and cultures with concentrations in French and francophone studies, education (K-12) and Spanish, education (K-12); physical education teacher education (K-12) and teaching theatre arts (K-12). Non-teaching degrees offered through the Reich College of Education are: Bachelor of Science degree in Child Development (non-teaching) with a concentration in Family and Consumer Sciences.

**NOTE:** *Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

### Professional Core Curriculum Goals

Goals of the Reich College of Education's Undergraduate Professional Core Curriculum are to develop prospective teachers who:

1. Have the ability and desire to reason soundly, to communicate clearly, and to demonstrate critical reading, listening, and viewing skills

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2. Understand the organizational structure of knowledge about teaching and who can access that knowledge with current and emerging technologies
3. Are reflective, professional decision makers
4. Help students develop an integrated view of knowledge and reject narrow specialization and fragmentation
5. Help students develop a concept of ethics and justice, and a desire to work towards eliminating injustices in schools and society
6. Help students acquire respect for learning and compassion for people, especially students in their schools
7. Are creative, reform minded individuals who possess the leadership ability and courage to have a direct impact on students and the school/community
8. Obtain knowledge of learning theories
9. Obtain knowledge of national and state programs and standards that will affect them as teachers in the twentieth century
10. Understand childhood and the processes of social, cognitive, and physical development
11. Understand the issues of technology and their impact on society
12. Understand the social context of schooling and the complex relationship between schools and society
13. Enter into the ongoing conversation about what the aims of education and schooling ought to be in a pluralistic democratic society
14. Have the opportunity to understand and address the ethnical and professional issues of teaching in public schools in a democratic society
15. Foster the intellectual and moral character necessary to become a thoughtful and effective teacher
16. Understand the implications of student diversity for teaching and learning
17. Understand and apply current and emerging technologies for instruction

### **Bachelor of Science Degree (with teacher licensure)**

To earn the Bachelor of Science degree with teacher licensure, the following requirements must be met:

1. Completion of at least 122 semester hours with a grade-point average of at least 2.70. A transfer student must have at least a 2.70 grade-point average on all work at Appalachian.
2. Completion of the general education requirements
3. Demonstration of proficiency in reading, speech, and written English
4. Completion of a major consisting of 24 to 56 semester hours from one of the fields listed below.
  - Art education (K-12) (BFA Degree)
  - Biology, secondary education
  - Chemistry, secondary education
  - Career & Technical Education with concentrations in Business, Finance and Information Technology, Business, Marketing and Entrepreneurship, Family and Consumer Sciences Education, Technology, Engineering and Design, and Trade and Industry.
  - Child development: birth through kindergarten
  - Elementary education
  - English, secondary education
  - Geology, secondary education
  - History, social studies education
  - Languages, literatures, and cultures with a concentration in French and francophone studies, education (K-12)
  - Languages, literatures, and cultures with a concentration in Spanish, education (K-12)
  - Mathematics, secondary education
  - Middle grades education (6-9) with concentrations in language arts, mathematics, science, and social studies
  - Music education (K-12) [bachelor of music degree]
  - Health and Physical education teacher education (K-12)
  - Physics, secondary education
  - Special education with concentrations in adapted curriculum K-12 and general curriculum K-12
  - Teaching theatre arts (K-12) Elementary education
  - Physics, secondary education
  - Special education with concentrations in adapted curriculum K-12 and general curriculum K-12A student must have at least a 2.70 grade-point average to be admitted to the teacher education program and must maintain a 2.70 grade-point average overall and a minimum 2.00 grade-point on all work in the major. Transfer students must have at least a 2.00 grade-point on all work at Appalachian in the major.
5. Completion of the following 24 semester hours of professional education requirements:
  - CI 2300 Teaching and Learning in the Digital Age (2 s.h.)  
*Required prior to admission to teacher education.*

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- FDN 2400 Critical Perspectives on Learning and Teaching (2 s.h.)  
*(Prerequisite or corequisite: CI 2300.) Required prior to admission to teacher education.*
- PSY 3010 Psychology Applied to Teaching (3 s.h.)  
*(Prerequisite or corequisite: CI 2300.) May be taken prior to or after admission to teacher education.*
- SPE 3300 Creating Inclusive Learning Communities (3 s.h.)  
*(Prerequisites: CI 2300, FDN 2400, PSY 3010) Admission to teacher education required.*
- CI 3400 Policies and Practices in Educational Assessment (2 s.h.)  
*(Prerequisites: CI 2300, FDN 2400, PSY 3010) Admission to teacher education required.*
- CI 4900 Student Teaching (12 s.h.)  
*(All courses in the professional core must be completed with grades of "C" (2.0) or higher prior to student teaching, along with other courses identified within the major that must be completed prior to student teaching.)*

Professional courses in Reading+, and/or Methods\*+, may be required in the major. The department advisor, departmental requirements, and major programs of study should also be consulted.

Elementary education, middle grades education, and health education (see program requirements in the Department of Curriculum and Instruction)

Special education (see program requirements in the Department of Reading Education and Special Education)

Child development (B-K) and Family and consumer sciences, secondary education (see program requirements in the Department of Family and Consumer Sciences)

Secondary education (9-12): CI 2300+#, FDN 2400+#, PSY 3010+, SPE 3300+\*, CI 3400+\*, CI 4900\*, and reading course+, methods course\*+, and major courses as identified by major\*+.

Special subject majors (K-12): CI 2300+#, FDN 2400+#, PSY 3010+, SPE 3300+\*, CI 3400+\*, CI 4900\*, and reading course+, methods course\*+, and major courses as identified by major\*+.

Students must earn 12 semester hours credit for student teaching.

These courses may not be taken under the pass-fail grading system.

+ A grade of "C" (2.0) or higher must be made in each of these courses.

# Course must be taken prior to admission to teacher education.

\* Admission to teacher education required before enrolling in these courses.

6. Electives to complete a minimum of 122 semester hours
7. Completion of residency requirements
8. Compliance with regulations concerning the settlement of all expense accounts
9. Recommendation of the faculty
10. Take PRAXIS I Academic Skills Assessments: Reading, Writing and Mathematics (SAT and ACT scores may be used in lieu of PRAXIS I scores provided required minimum scores are met), and, if required in the student's field, PRAXIS II Subject Assessment or Specialty Area test. (The North Carolina State Board of Education has designated PRAXIS II as the standard examination.) A table of minimum cut-off scores is available in the RCOE Dean's Office (COE 400).
11. Students majoring in elementary education (K-6); secondary education; middle grades education (6-9); or Health and Physical education, (K-12) are required to complete a second academic concentration.

## Admission to Reich College of Education

1. When students have completed at least 30 semester hours, including credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course, and have obtained at least a 2.0 GPA, they will be notified that they may officially declare their major. Students should have completed the speech prerequisite for admission to teacher education prior to declaring their major. After the major is declared, students' academic and advisement records will be forwarded to the degree granting college. This also applies to transfer students.
2. Students will be assigned an advisor in their major area. Students enrolled in the child development, elementary education, family and consumer sciences, middle grades education, health education, business education, or special education programs will be notified of their assigned advisor.

## Admission to Undergraduate Teacher Education

To be admitted to a teacher education program, a student must make formal application to the Dean's Office in the Reich College of Education. Applications are electronic and are available in the "student services" section of self-service. Students must have:

1. Completed at least 45 semester hours.
2. Earned a cumulative grade-point average of at least 2.70 (a grade-point average of at least 2.70 must be maintained thereafter). Transfer students, including those with 45 or more semester hours, must earn a 2.7 cumulative GPA on a minimum of



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12 semester hours of courses completed at Appalachian.

3. Attained acceptable scores on PRAXIS: Academic Skills for educators (3 tests: Reading; Writing; and Mathematics) or, SAT or ACT scores in lieu of the PRAXIS. Minimum passing scores are set by the North Carolina State Department of Public Instruction.
4. Completed the Candidate for Professional Licensure form (CPL). This form is required by UNC's General Administration and the North Carolina State Department of Public Instruction to determine how many students are enrolled in licensure programs. The form is also used in initiating the licensure process.
5. Completed CI 2300 and FDN 2400 with a "C" (2.0) or higher
6. Completed the English proficiency and Reading proficiency as follows:
  - English proficiency:** completion of ENG 1000 with a 2.00 or better and successful completion of PRAXIS I: Writing with minimum scores set by state are required. (SAT and ACT scores may be used in lieu of PRAXIS I scores.)
  - Reading proficiency:** successful completion of PRAXIS I: Reading with minimum scores set by state and a cumulative grade-point average of at least 2.70 on a minimum of 45 s.h. Students transferring in 45 or more semester hours must earn a 2.70 cumulative GPA on a minimum of 12 s.h. at Appalachian. (SAT and ACT scores may be used in lieu of PRAXIS I scores.)
7. Declaration of a **second academic concentration** (if a second academic concentration is required).
8. Criminal background checks must be current (within previous six months) at the time of admission to teacher education.
9. Grades of "I" (Incomplete) must be removed prior to admission to teacher education.

If all admission criteria are not met when the formal application to teacher education is made, the application will be returned to the student. Students will be formally notified if they are not accepted into the teacher education program.

### Course Restrictions Prior to Admission

The progression of potential undergraduate candidates in teacher education programs is limited to introductory courses only until formal admission requirements have been satisfied. Formal admission to teacher education must occur at least one semester, excluding summer, prior to student teaching.

Students will be permitted to take only the following professional studies courses before being formally admitted to a teacher education program:

- CI 2300 (2 s.h.)
- FDN 2400 (2 s.h.)
- PSY 3010 (3 s.h.)

Students must have taken and met minimum scores on PRAXIS I: Core Academic Skills (Reading, Writing and Mathematics) or, SAT or ACT (in lieu of testing); achieved a 2.70 GPA on 45 semester hours (transfer students must have achieved a 2.70 cumulative GPA on a minimum of 12 semester hours of courses completed at Appalachian); and established proficiencies in reading, English, and speech prior to being admitted to teacher education.

Students will not be allowed to proceed in teacher education beyond the above mentioned courses until all entrance requirements have been successfully completed. Students may not take SPE 3300, CI 3400, CI 4900, SPE 4900, methods courses or reading courses prior to admission to teacher education.

### Advisement

All freshmen will be advised in the University College Academic Advising Office. ALL teacher education students with majors housed in the Reich College of Education are assigned an advisor when a teacher education major is declared. All majors housed in other colleges are encouraged to seek advisement in their major department or in their college/school Dean's Office. Advisement for majors housed in the Reich College of Education is mandatory and students will not be allowed to preregister until they have consulted with their advisor. Admission and licensure information is available from the Reich College of Education Dean's Office (COE Building, Room 400). Advisement within the College is an ongoing process and generally proceeds with the following steps.

1. All students entering Appalachian State University are required to attend an orientation session prior to registration. Students desiring to major in teacher education programs meet with representatives from the Reich College of Education. During the orientation meeting and throughout the advising process, students are informed of the probability of their success regarding admission to and continuation in a teacher education program within the University.
2. All students in University College have mandatory advising with an advisor. A record of advising sessions is kept in the student's folder while in the University College and after the student is admitted to a teacher education program.
3. After moving from University College and officially declaring a teacher education major as a career goal, students will be assigned an advisor in their major.
  - a. Elementary education, middle grades education, special education, business education, family and child studies, and child development students are required to meet with an advisor from the Reich College of Education.
  - b. Secondary education (9-12), and special subject (K-12) majors, will meet with an advisor from their major department/college and their advisors will consult as needed with the RCOE Dean's Office, COE Room 400.

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4. After being admitted to teacher education, students will be advised as follows:
  - a. Reich College of Education majors will continue to be advised by an assigned advisor in the appropriate major within the college.
  - b. Secondary education (9-12) and special subject (K-12) majors will continue to be advised by an advisor in their major department/college and, when needed, their advisors will consult with the Reich College of Education's Dean's Office.

As students move through their teacher education program, their progress will be carefully monitored by personnel in the Dean's Office using the BANNER Student Information System and through the RCOE Assessment System.

### Student Teaching

During the seventh or eighth semester, students who are taking undergraduate programs of study leading to teacher licensure will student teach for one semester. This work will consist of full-time teaching under the supervision of a competent and experienced teacher. Student teaching provides the student with a professional field experience in the appropriate area. There are no provisions to fulfill the student teaching requirement during the summer session. Students must be admitted to teacher education at least one semester, excluding summer, prior to student teaching and must have a cumulative GPA of 2.70 or higher to student teach.

Students will be notified in advance concerning their assignments. Student teaching assignments will conform to the local schools schedule and calendar.

Special field experience programs are required during the sophomore, junior and/or senior years. Information may be obtained from the appropriate departmental chair or program coordinator.

### Internship

Students planning to take internships/practica should contact individual departments in the Reich College of Education to inquire about requirements and procedures for entering these experiences.

### Conditions Prerequisite to Student Teaching

The following requirements must be met prior to student teaching:

1. All proficiencies and professional education courses including reading and methods courses must have been completed satisfactorily with a grade of 2.00 or better. A cumulative GPA of 2.70 is required for student teaching.
2. A student who has completed all prerequisites for student teaching will be unconditionally placed. Others may be tentatively placed until all prerequisites have been satisfied. However, no student will be permitted to begin student teaching unless all prerequisites have been satisfied. Students must be fully admitted to teacher education at least one semester, excluding summer, prior to student teaching. Students will not be eligible for student teaching if cumulative GPA is less than 2.70.
3. Prior to student teaching, elementary education majors must have satisfactorily (2.0 or higher) completed: CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, CI 3110, RE 3030, RE 4030, CI 4000, CI 4030, CI 4401, CI 3750, HED 3645, PE 3556, ENG 3240/RE 3240, MAT 3030/CI 3030, MAT 2030, CI 3000/SPE 3000, CI 3015/FDN 3015, ART 3021 or CI 3021 or MUS 2024 or THR 3856. Students must also complete HIS 2201 or HIS 2204 and GHY 3013 or HIS 3728 prior to student teaching. Students must refer to departmental requirements for additional prerequisites for student teaching.
4. Prior to student teaching, middle grades education majors must have satisfactorily (2.0 or higher) completed CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, CI 3750, CI 3900, CI 3910, CI 3920, CI 4400, CI 4450, RE 4630, and two (2) required methods courses. Students must refer to departmental requirements for additional prerequisites for student teaching.
5. Prior to student teaching, child development (B-K) majors must have satisfactorily (2.0 or higher) completed CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, RE 3902, required methods courses, and other major requirements prerequisite for student teaching.
6. Prior to student teaching, secondary majors (9-12) must have satisfactorily (2.0 or higher) completed CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, and required reading and methods courses. Secondary majors must refer to departments for additional prerequisites for student teaching. English majors are required to take RE 4620 in lieu of RE 4630.
7. Special subject (K-12) students (art, music, health and physical education, foreign languages, and special education) must have satisfactorily (2.0 or higher) completed prior to student teaching: CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400 and required reading and methods courses. Also, special subject students must refer to departmental requirements for additional prerequisites for student teaching.
8. Each applicant must agree to student teach full-time for one semester.
9. Students seeking multiple licensures must make particular arrangements with the Director of Field Experiences to meet student teaching requirements.

### Steps in Application for Student Teaching

1. Students must have been fully admitted to the Reich College of Education's teacher education program at least one semester;
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excluding summers, prior to student teaching, and must have met all student teaching prerequisites before they will be allowed to student teach. (See the appropriate section of this catalog for specifics.) Students must have a cumulative GPA of 2.70 or higher to student teach.

2. Those students planning to student teach in either the fall or spring semesters of a given academic year must attend the student teaching orientation meeting one academic year prior to their actual placement. Contact the Office of Field Experiences for date, time, and location of the meeting.
  - A. Students attending the orientation meeting will receive:
    - 1) Copies of application for student teaching forms; students must complete the student teaching application online at [www.ced.appstate.edu/students/teaching/](http://www.ced.appstate.edu/students/teaching/).
    - 2) A copy of the teacher education—information sheet. This sheet lists the requirements for admittance to the teacher education program, requirements in the teacher education program and prerequisite courses for student teaching. Note: The application forms must be completed by the student and returned to the Office of Field Experiences, COE Room 400.
    - 3) Information regarding criminal background checks
  - B. Additional information presented at the orientation meeting will include:
    - 1) Identification of possible geographic placement areas
    - 2) Identification of student teacher supervisors within each placement area
    - 3) General procedures/rules concerning placement, course prerequisites, and advising procedures. Students having questions concerning particular student teaching situations should contact the Director of Field Experiences in the College of Education Building, Room 400.

### Teacher Licensure

All Appalachian State University teacher education programs have received appropriate approval by the State Board of Education and lead to North Carolina teacher licensure. Licensure is a function of the state through the Department of Public Instruction. Students must meet all requirements of the state as the final step in the licensure process.

Persons who desire to receive teacher licensure from Appalachian and who are college graduates with non-teaching degrees, those who are lateral entry, and those who wish to be licensed in a second teaching area must make formal application to the Office of the Dean of the Reich College of Education. As part of the licensure only student application process, students will indicate types and areas of any licensure they hold and the area and level in which they desire licensure. Completed transcripts of all previous college credit must accompany the application. No licensure commitments will be made by the University until completed application and transcripts have been received and reviewed by the chair of the involved academic department and by the Associate Dean's Office of the Reich College of Education and the student accepted as a licensure only student. A person seeking such licensure must meet criteria for admission to teacher education (see note below regarding 2.70 GPA), the same or comparable licensure requirements, and demonstrate proficiencies required of regular Appalachian State University teacher education degree seeking students and students seeking similar licensure. Students who do not, at time of baccalaureate degree, have a minimum cumulative grade-point average (GPA) of at least 2.70 (on a 4.0 scale) must pass the Praxis I tests (or use SAT or ACT scores in lieu of Praxis I tests) and have one of the following:

- GPA of 3.0 in the major field of study
- GPA of 3.0 on all work completed in the senior year or
- GPA of 3.0 on a minimum of 12 semester hours beyond their undergraduate degree which must be taken at Appalachian

In order to enter as a licensure only student, recommended deadlines for application and supporting documentation are:

- for Fall Semester, JULY 1
- for Spring Semester, NOVEMBER 1
- for Summer Session I, APRIL 1
- for Summer Session II, MAY 1

## Department of Curriculum and Instruction (CI)

*Susan A. Colby, Chair*

*M. Elizabeth Bellows  
Leslie U. Bradbury  
Herbert F. Brown  
J. Allen Bryant, Jr.  
Ann-Marie Clark  
Chris M. Cook  
Chrystal O. Dean  
Shanan H. Fitts  
Damiana D. Gibbons*

*Tracy Goodson-Espy  
Eric C. Groce  
Lisa A. Gross  
Diane B. Marks  
Gregory S. McClure  
Jennifer R. McGee  
Diana L. Moss  
Linda C. Pacifici  
Lisa L. Poling*

*Arthur J. Quickenton  
Laurie A. Ramirez  
Theresa A. Redmond  
Tracy W. Smith  
Holly J. Thornton  
David A. Wiley  
Rachel E. Wilson  
Sara O. Zimmerman*

The Department of Curriculum and Instruction offers undergraduate degrees in career and technical education, elementary education, and middle grades education. Courses are also offered which lead to K-12 licensure.

Master of Arts degrees are available in the areas of elementary education, educational media, curriculum specialist, and middle grades education (6-9). Courses which lead to graduate licensure in K-12 and secondary education are also available. Graduate certificate programs are available in Elementary Math Education and Middle and Secondary Teaching. See the *Graduate Bulletin* for additional information.

Undergraduate majors in the Department of Curriculum and Instruction must meet all requirements for admission into the Reich College of Education and into Appalachian's teacher education program.

### Career & Technical Education Program (CTE)

The Career and Technical teacher education program is designed to prepare teacher candidates for a wide range of careers and future educational opportunities in the fields of:

- Business, Marketing, Entrepreneurship and Information Technology Education
- Technology, Engineering and Design Education
- Family and Consumer Sciences Education
- Trade and Industrial

Goals and objectives:

- Students are expected to develop specific content knowledge and skills as preparation for teaching.
- Students are expected to apply learned subject matter in a classroom setting as a career and technical education teacher.
- Students are expected to demonstrate competencies in subject matter, knowledge, classroom management, teaching skill, learning psychology, and student evaluation.
- Students are expected to demonstrate their ability to foster learning development and applications through logical thinking, reasoning, and problem-solving regarding their specific content area problems.

### The Bachelor of Science degree in Career and Technical Education (456\*/13.1299) with teacher licensure

For the Bachelor of Science in Career and Technical Education, students must select one of the following concentrations.

#### **Business, Finance and Information Technology Education concentration (456B)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/career-and-technical-education-bs-business-finance-and-information-technology-education-456b-2016-2017](http://www.programsofstudy.appstate.edu/career-and-technical-education-bs-business-finance-and-information-technology-education-456b-2016-2017)

#### **Business, Marketing and Entrepreneurship Education concentration (456C)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/career-and-technical-education-bs-business-marketing-and-entrepreneurship-education-456c-2016-2017](http://www.programsofstudy.appstate.edu/career-and-technical-education-bs-business-marketing-and-entrepreneurship-education-456c-2016-2017)

#### **Family and Consumer Sciences Education concentration (456D)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/career-and-technical-education-bs-family-and-consumer-sciences-education-456d-2016-2017](http://www.programsofstudy.appstate.edu/career-and-technical-education-bs-family-and-consumer-sciences-education-456d-2016-2017)

#### **Technology, Engineering and Design Education concentration (456E)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/career-and-technical-education-bs-technology-engineering-and-design-education-456e-2016-2017](http://www.programsofstudy.appstate.edu/career-and-technical-education-bs-technology-engineering-and-design-education-456e-2016-2017)

**Trade and Industry Education concentration (456F)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/career-and-technical-education-bs-trade-and-industry-education-456f-2016-2017](http://www.programsofstudy.appstate.edu/career-and-technical-education-bs-trade-and-industry-education-456f-2016-2017)

**Career and Technical Education Core Requirements (13 SH):**

- CTE 4619 Career and Technical Education Curriculum (3)
- CTE 4629 Management of Career and Technical Education Programs and CTSOs (3)
- CTE 4660 Methods and Materials in Career and Technical Education (3)
- CTE 4910 Practicum in Career and Technical Education (1)
- CTE 4650 Research in Career and Technical Education (3)

**"C" or better required in all core courses**

**Minor in Business and Information Technology Education (456/13.1299) (18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/business-and-information-technology-education-minor-456-2016-2017](http://www.programsofstudy.appstate.edu/business-and-information-technology-education-minor-456-2016-2017)

**Child Development: Birth Through Kindergarten (B-K Licensure)**

The Departments of Family and Child Studies; Curriculum and Instruction; and Reading Education and Special Education cooperate to offer the **Bachelor of Science degree in Child Development: Birth Through Kindergarten (510G/13.1209) [T] leading to teacher licensure**. The degree is conferred by the Department of Family and Child Studies.

The program of study is available at: [www.programsofstudy.appstate.edu/child-development-birth-through-kindergarten-bs-524a-2014-2015](http://www.programsofstudy.appstate.edu/child-development-birth-through-kindergarten-bs-524a-2014-2015)

**Elementary Education (Grades K-6 licensure)**

Students in the Bachelor of Science degree in Elementary Education are expected to demonstrate:

- mastery of basic content in several disciplines, including communication skills, mathematics, the sciences, the social sciences, health education, and the arts
- knowledge of the principles of curriculum and learning theories and understanding of their relationship to instructional programs for children
- successful teaching in a variety of learning environments and in the various subject matter areas included in their preparation program
- effective instructional practices, including planning, implementing, evaluating, and reflecting
- knowledge of contemporary issues and trends in education within a historical, philosophical, and sociological framework
- an understanding of human growth and development with emphasis on the elementary years
- competence with technology as required for licensure

**The Bachelor of Science degree in Elementary Education (441A/13.1202)[T] with teacher licensure**

*Elementary Education majors must also complete a second academic concentration.*

The program of study is available at: [www.programsofstudy.appstate.edu/elementary-education-bs-441a-2016-2017](http://www.programsofstudy.appstate.edu/elementary-education-bs-441a-2016-2017)

**Middle Grades Education (Grades 6-9 licensure)**

The Bachelor of Science degree in Middle Grades Education with concentrations in Language Arts, Mathematics, Science, and Social Studies seeks to prepare middle grades teachers who:

- are knowledgeable about the developmental stage of early adolescence and aware of the educational implications of that knowledge
- have in-depth knowledge in at least two subject matter areas
- have specialized skills and knowledge regarding appropriate teaching strategies for middle grades students
- have a clear, working knowledge of the concept of developmentally responsive models of middle level schooling

**The Bachelor of Science degree in Middle Grades Education (470\*/13.1203)[T] with teacher licensure**

Prospective middle grades teachers must complete two of the following concentrations: Language Arts (470B)[T], Mathematics (470C)[T], Science (470D)[T], and Social Studies (470E)[T]. The possible combinations are listed below:

**Language Arts (470B)[T] and Mathematics (470C)[T] concentrations**

The program of study is available at: [www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-mathematics-470b-470c-2016-2017](http://www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-mathematics-470b-470c-2016-2017)

**Language Arts (470B)[T] and Science (470D)[T] concentrations**

The program of study is available at: [www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-science-470b-470d-2016-2017](http://www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-science-470b-470d-2016-2017)

**Language Arts (470B)[T] and Social Studies (470E)[T] concentrations**

The program of study is available at: [www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-social-studies-470b-470e-2016-2017](http://www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-social-studies-470b-470e-2016-2017)

**Mathematics (470C)[T] and Science (470D)[T] concentrations**

The program of study is available at: [www.programsofstudy.appstate.edu/middle-grades-education-bs-mathematics-and-science-470c-470d-2016-2017](http://www.programsofstudy.appstate.edu/middle-grades-education-bs-mathematics-and-science-470c-470d-2016-2017)

**Mathematics (470C)[T] and Social Studies (470E)[T] concentrations**

The program of study is available at: [www.programsofstudy.appstate.edu/middle-grades-education-bs-mathematics-and-social-studies-470c-470e-2016-2017](http://www.programsofstudy.appstate.edu/middle-grades-education-bs-mathematics-and-social-studies-470c-470e-2016-2017)

**Science (470D)[T] and Social Studies (470E)[T] concentrations**

The program of study is available at: [www.programsofstudy.appstate.edu/middle-grades-education-bs-science-and-social-studies-470d-470e-2016-2017](http://www.programsofstudy.appstate.edu/middle-grades-education-bs-science-and-social-studies-470d-470e-2016-2017)

**All concentration courses must be completed with a grade of C (2.0) or better.**

**Secondary Education (Grades 9-12 licensure)****Special Areas (Grades K-12 licensure)**

The professional education requirements for licensure in **secondary education** are as follows:

CI 2300+# Teaching and Learning in the Digital Age .....	2 s.h.
FDN 2400+# Critical Perspectives on Learning and Teaching.....	2 s.h.
PSY 3010+ Psychology Applied to Teaching .....	3 s.h.
SPE 3300+* Creating Inclusive Learning Communities.....	3 s.h.
CI 3400+* Policies and Practices in Educational Assessment.....	2 s.h.
Methods Course(s)*+ in area of teaching specialty .....	2-6 s.h.
RE 4630+ Reading in the Content Areas (or as designated in major) .....	2-3 s.h.
<i>(English majors take RE 4620+, 3 s.h.)</i>	
CI 4900* Internship/Student Teaching .....	12 s.h.

A student preparing to teach a special area (grades K-12 in art, health and physical education, French, Spanish, theatre, or music) must complete CI 2300+#, FDN 2400+#, PSY 3010+, SPE 3300+\*, CI 3400+\*; reading+\* and methods+\* course or courses as required in the major; and CI 4900\*. (Secondary Education and special area majors should refer to the Reich College of Education section of this catalog for additional information and requirements.)

**Media Studies Minor (467/13.0501) (15 semester hours)**

In addition to the programs listed above, an undergraduate minor in Media Studies is available.

The program of study is available at: [www.programsofstudy.appstate.edu/media-studies-minor-467-2016-2017](http://www.programsofstudy.appstate.edu/media-studies-minor-467-2016-2017)

**Teacher Education Minor (409/13.1299) (18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/teacher-education-minor-409-2016-2017](http://www.programsofstudy.appstate.edu/teacher-education-minor-409-2016-2017)

**Courses of Instruction in Curriculum and Instruction (CI), Career and Technical Education (CTE), and Business Education (BE)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

**CURRICULUM AND INSTRUCTION (CI)****CI 2010. Narrative, New Media, and Gaming (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")*

This course addresses the ways in which we tell stories in the digital age. Through exploring storytelling in social media, mobile



contexts, and gaming, students in this course will experience a range of different narratives in many types of digital media, such as interactive online stories, podcasts, and video games. We examine forms of digital storytelling within media, marketing, and education, with opportunities for students to research, participate within, and to create original narratives as they share their own stories in a variety of media. (Same as ITC 2010.)

**CI 2250. Education as the Practice of Freedom (3).F;SS.**

*GEN ED: Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")*

In the public imagination, education is often reduced to teaching and schooling, while educators, politicians and philosophers for centuries have linked education with personal and political freedom. Engaging directly with this tension, this course will explore educational traditions that have focused on emancipation, social justice, and equity. Students will reflect on their own educative experiences and explore approaches to education that recognize individual experiences as being central to meaningful learning. In particular, the course will consider how aspects of identity like race, class, gender, ability, and sexual orientation intersect with education and the realization of freedom.

**CI 2300. Teaching and Learning in the Digital Age (2).F;S.**

This course will examine how emerging technologies are transforming our society and schools, as well as the implications these changes have for teaching and learning. Strategies for building teacher education candidates' critical habits of mind with respect to new technologies and media will be developed in the context of a broad definition of literacy that includes traditional and emerging literacies. As teacher education candidates learn to integrate technology into their teaching and to produce media themselves, the ethical, legal, and pedagogical issues related to technology creation and use will be emphasized. Throughout the course, teacher education candidates will explore the institutional context for the use of technology in schools and will develop skills at identifying and addressing the constraints and contradictions implicit in using technology creatively in public school classrooms. A grade of "C" (2.0) or higher must be earned. Must be taken prior to admission to teacher education. FDN 2400 and/or PSY 3010 may be taken concurrently with this course. Prerequisite: sophomore status with identified intended or declared major in teacher education.

**CI 2350. Critical Media Literacy and/as Civic Engagement (3).S;SS.**

*GEN ED: Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")*

This course examines how issues of diversity and difference exist in popular culture through analyses of examples of contemporary popular culture. Based on place-based education, civic engagement, and critical media literacy, by exploring examples of popular culture and media, students will experience a range of media texts created and distributed globally, nationally, and even more importantly, locally. Students will move beyond analysis in this course through producing their own popular culture and/or media artifacts that represent their own lived experiences with media within their own lives and/or communities as the students learn to think critically and creatively. Moreover, in fitting with the Critical Consciousness: Learning for Equity and Justice Theme, this course will focus on students developing a sense of how they fit into our media-saturated world as "academically skilled and engaged citizens" as they learn to "reflect on ethical issues and to make reasoned, intelligent judgments about complex moral problems" presented in media.

**CI 3000. Learner Diversity: Teaching English Language Learners (3).F;S.**

This course examines current literature and instructional practices related to working with English language learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion. (Same as SPE 3000.)

**CI 3010. Classroom Management for Secondary Teachers (1).F.**

This course provides opportunities for students to study, observe, and participate in using classroom management strategies in secondary schools. Reflection on, and analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and strategies for becoming a reflective practitioner. Lecture and laboratory hours required.

**CI 3015. Developing and Using Classroom Assessments (2).On Demand.**

An overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: test item construction, test score statistics, item analysis, standardized tests, and grading and reporting to parents. Effective assessment strategies are modeled and applied to educational settings in North Carolina. Links quality assessment to effective teaching and effective schools. (Same as FDN 3015.)

**CI 3021. Visual Art in the Elementary School (3). On Demand.**

A general orientation to visual art teaching/learning for the elementary level classroom teacher. Students will study the broad subject

of visual art (aesthetics, history, criticism, and studio) and will acquire the ability to devise and evaluate worthwhile art lessons that are comprehensive, integrated, and multi-cultural in nature. Students will create and teach their own visual arts lesson, devise a curriculum, engage in studio activities, etc. Two hours per week lecture; two hours per week studio. Prerequisite: ART 2011.

**CI 3030. Investigating Mathematics and Learning (4).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course prepares prospective teachers to construct a comprehensive understanding of effective mathematics instruction in grades K-6 with selected instructional activities designed for implementation during field placement experiences. The course includes content, methods, and materials of elementary school mathematics instruction. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. The course emphasizes instructional design principles for teaching number and operation. Effective communication of mathematical ideas is a focal point of the course. Prerequisites: MAT 2030 and RC 2001 or its equivalent. (Same as MAT 3030.)

**CI 3031. Band Techniques and Materials (2).S.**

A survey of the materials and methods in teaching bands. Lecture two hours. Prerequisite: admission to the music education degree program. (Same as MUS 3031.)

**CI 3032. Choral Techniques and Literature I (2).F.**

A survey of the materials, methods and literature in choral teaching. Lecture two hours. Prerequisite: admission to the music education degree program. (Same as MUS 3032.)

**CI 3033. Orchestral Techniques and Materials (2).S. Alternate years.**

A survey of materials and methods employed in teaching orchestras. Prerequisite: admission to the music education degree program. Music Education (string) majors only. Lecture two hours. (Same as MUS 3033.)

**CI 3034. Methods for Teaching General Music (3).F.**

Methods and foundations for teaching elementary and secondary general music education will be presented. Public school field experiences are included in this course. Lecture two hours, laboratory two hours. Prerequisite: MUS 2034 and admission to the music education degree program. (Same as MUS 3034.)

**CI 3060. Social Studies in the Middle Grades (3).F.**

This course focuses on the comprehensive study of social studies, instructional strategies, resource materials, the North Carolina Standard Course of Study, national standards, and the assessment of student learning. Other key topics include: using technology, changing demographics, integrative curriculum and instruction, and community service.

**CI 3070. Teaching Theatre, 9-12 (3).F.**

Methods for teaching theatre in the 9-12 classroom. This course includes strategies, organization and administration for classroom and production activities in theatre arts. Experiences include developing lesson plans and actual high school teaching experience. It is strongly advised that all requirements for licensure (except student teaching) be completed prior to taking this methods course.

**CI 3090. Teaching High School Science (2).F;S.**

Students will have 30 hours of teamed experience in public school classrooms in addition to class. It is strongly advised that all other requirements for licensure (except student teaching) be completed prior to the methods course.

**CI 3100. Teaching High School Social Studies (3).F;S.**

National, state, and program standards for the social studies, current research in social studies education, social studies content, and knowledge and abilities of the learner are used to build lessons and limits in social studies. Constructing knowledge, understanding major social studies concepts, and developing skills based on the North Carolina Standard Course of Study are emphasized. Major topics include selecting materials and resources, instructional strategies, applying technology, assessing learning, and classroom management. Includes a 45-hour internship in a regional high school. Course is to be taken concurrently with RE 4630 the semester before student teaching.

**CI 3104. Practicum I (3).S.**

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: consent of the instructor. Graded on an S/U basis. (Same as FCS 3104/SPE 3104.)

**CI 3105. Practicum II (3).F.***GEN ED: Junior Writing in the Discipline (WID)*

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisites: FCS 3104/CI 3104/SPE 3104 or permission of the instructor; and RC 2001 or its equivalent. Graded on an S/U basis. (Same as FCS 3105/SPE 3105.)

**CI 3110. Social Studies in the Elementary School (3).F;S.**

National, state, and program standards for the social studies, current research in social studies education, social studies content, and knowledge of the learner are used to build lessons and units in social studies. Constructing knowledge, understanding major social studies concepts, developing skills, and connecting social studies to the broader elementary curriculum is emphasized. Major topics include selecting materials and resources, instructional strategies, applying technology, integration with other subjects, and assessing learning. Coursework is integrated with the K-6 field internship and includes a service-learning component.

**CI 3120. Teaching Languages: Theory and Practice (6).F.**

A study of theories, methods, and best practices for teaching second languages, including instructional strategies, materials and assessment in the K-12 curriculum. This course is designed to allow students to meet the Standards for Second Language Teachers as defined by the NC State Board of Education. Experiences will include development of lesson and unit plans, classroom observations and micro-teaching. (Same as LLC 3120.) Required for B.S. degree with K-12 teacher licensure.

**CI 3142. Language and Literature in the Elementary School (4). On Demand.**

A study of communication skills in the elementary school curriculum with emphasis on language arts and children's literature. (Same as RE 3142.)

**CI 3160. Methods of Teaching Industrial Education (3).F;S.**

An introduction to methods, instructional strategies, organization and administration for teaching classroom and laboratory activities in industrial education subjects. Experiences will include development of unit and lesson plans, demonstrations, presentation, discussion techniques and field observation. Lecture three hours.

**CI 3400. Policies and Practices in Educational Assessment (2).F;S.**

Prospective teachers will critically examine factors that influence assessment practices and policies in districts, schools, and classrooms. They will consider how formative and summative data are and can be used to evaluate student learning and improve teacher instruction. They will design and develop a variety of assessments for student learning. Prospective teachers will analyze accountability systems, standardized testing, and high-stakes decision making. A grade of "C" (2.0) or higher must be earned. Prerequisites: CI 2300, FDN 2400, PSY 3010, and admission to teacher education.

**CI 3500. Independent Study (1-3).F;S.****CI 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**CI 3530-3549. Selected Topics (1-4). On Demand.****CI 3551. Teacher, Leader, Citizen (3).F;S.**

The purpose of this course is to prepare pre-service teachers for their roles as civic leaders, educational leaders, and role models in their classrooms. Through a series of readings, class discussions, and service activities, future teachers will be encouraged to play an active role in their society and local community.

**CI 3552. Environmental Literacy in 21st Century Schools and Society (3).F;S.**

This course focuses on developing field-based instructional strategies for integrating current science and real-life scientific problem solving with the range of curricula covered by the North Carolina Standard Course of Study. During the course, preservice teachers will explore multi-faceted ecological issues in their community, developing teaching approaches that bring together science content with math, technology, literacy, and social studies tools.

**CI 3553. Issues of Language and Culture in Public Schools (3).F;S.**

This course examines the concepts of language and culture and their relationships to teaching and learning in U.S. public schools. Students will develop an understanding of the history of linguistic diversity and language education in the U.S., theoretical foundations of the relationship between language, culture, and identity, as well as how immigration influences the cultural and linguistic diversity of schools. Through the use of case studies in the second half of the course, students will develop applied knowledge of how these issues interact in public school settings.

**CI 3554. Investigating the Past and Present through the Experiences of Children (3).F;S.**

Students will strengthen their own content knowledge as well as develop perspectives on events children and young adolescents have experienced in the past and the present. Students will explore and compare experiences of how children around the world lived in the past and how children live today. Using children's literature, primary and secondary sources, and current events, students will investigate the resilience of young people experiencing war, oppression, natural disaster, and other hardships both in the past and in the present. Students will conduct a service project directed toward children who are experiencing major challenges such as social injustice, poverty, or natural disaster.

**CI 3555. Seeing the World through Mathematics (3).On Demand.**

Using the lens of mathematics, students construct a comprehensive understanding of their world. Students will investigate what it means to be a global society and what responsibilities they hold as members. The course will examine current social issues, defining the issues and using numbers to paint a concise picture. This course includes a 20 hour service project.

**CI 3556. Children at Risk (3).On Demand.**

This course provides information and research about at-risk conditions that affect the success of children in the public schools. The academic and nonacademic indicators that predispose students for being at risk will be examined. Students will have the opportunity to learn strategies for working with children in challenging situations, especially those associated with poverty. This course requires a 20 hour service project.

**CI 3750. Integrating Media and Technology into Teaching (3).F;S.**

Prospective elementary education teachers gain experience integrating media and technology into instruction. This course focuses on using a variety of media to enhance content area instruction, while meeting the needs of diverse learners. Prospective teachers learn skills for designing and producing quality materials using media forms such as photography and video, the Microsoft Office Suite of programs, online resources, and emerging technologies.

**CI 3900. Middle Grades Internship (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Prospective middle grades teachers are introduced to middle level classrooms and school communities through field experiences in professional development schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Students will complete inquiry projects, and participate in interdisciplinary teaming while developing rapport with young adolescents and examining the context of effective middle level learning environments. This course is taken concurrently with CI 3910 and CI 3920. Lecture 20 hours; laboratory 60 hours. Graded on an S/U basis. Prerequisite: RC 2001 or its equivalent.

**CI 3910. Middle Level Education (3).S.**

Prospective middle grades teachers will have the opportunity to learn about effective middle level programs and practices. Emphasis is placed on a historical perspective of middle level programs and schools, components of highly successful middle level schools and programs, current trends and issues in middle level schooling, and middle level research. Prospective middle grades teachers examine the implications of shifting demographics on middle level education, including the study of urban and rural middle level schools and programs. There is an emphasis on the study of exemplary programs and practices for meeting the needs of young adolescents and their families.

**CI 3920. Teaching Young Adolescents (3).S.**

Prospective middle grades teachers will have the opportunity to learn about the educational implications of the developmental period of early adolescence. The course focuses on applying what is known about young adolescents to models of effective middle grades teaching, learning, and schooling. Particular attention is paid to issues of ethnicity, race, gender, class, and ability and how these factors influence the developmental needs of young adolescents. The role of middle grades teachers in working with family and community members is also emphasized.

**CI 4000. Elementary School Curriculum and Instruction (4).F;S.**

An examination of the basic principles of curriculum, instruction, and assessment in relation to children in grades K-6. Topics focusing on classroom management, working with parents, and demonstrating performance on teaching standards will also be presented. Emphasis is placed on selecting, planning, and utilizing materials, strategies, and experiences based on the developmental needs of children and young adolescents. Students apply their knowledge when teaching and assessing elementary students in a K-6 field

experience culminating in a full-time internship during the last five weeks of the semester.

**CI 4020. Teaching Physical Education (3).F;S.**

Students will have 30 hours of teamed experiences in public school classrooms in addition to class. It is strongly advised that all other course requirements for licensure (except student teaching) be completed prior to the methods course. Prerequisites: PE 3003, PE 3008, PE 3012 and PE 3032 with a grade of "C" or higher in each.

**CI 4030. Teaching Mathematics in the Elementary School (3).F;S.**

A study of mathematics and pedagogy for prospective K-6 teachers. Mathematical content strands include measurement and geometry and process strands connections, communication, problem solving, reasoning and proof, and representation with the integration of technology and assessment. Selected assessment and instructional activities will be designed for implementation with elementary students during field placement experiences. Prerequisites: MAT 2030 and CI 3030/MAT 3030.

**CI 4040. Mathematics in the Middle Grades (3).F.**

This course focuses on the comprehensive study of instructional strategies for teaching middle grades mathematics. Emphasis is placed on utilization of resource materials, the North Carolina Standard Course of Study, national standards, technology use, integrative curriculum and instruction, and the assessment of student learning.

**CI 4085. Teaching High School Mathematics (3).F.**

This course prepares prospective secondary mathematics teachers to understand effective mathematics curricula based on national, state, and program standards, and to implement effective instruction and assessment in grades 8-12. Major topics include current research in mathematics education, understanding abilities of diverse learners, instructional strategies (including interpreting secondary mathematics content for learners), applying instructional technology, assessing learning, and secondary classroom management. An instructional design plan (IDP) will be created and at least two lessons from that IDP will be taught to students during the internship. Students will have an internship experience in public school classrooms. It is strongly advised that all other requirements for licensure (except student teaching) be completed prior to the methods course. A grade of "C" (2.0 or higher) must be earned in this class to proceed in teacher education. [Dual-listed with CI 5085.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CI 4131. Teaching Family and Consumer Sciences (Grades 9-12) (3).F.**

A study of the organization and management of the family and consumer sciences program in the secondary school (9-12) setting. Emphasis will be placed on instructional objectives and planning, curriculum development and utilization, classroom management and evaluation techniques. Includes an intensive, 30-hour field experience in a public school setting. Prerequisites: admission to teacher education and FCS 3700, or approval of the instructor. (Same as FCS 4131.)

**CI 4200. Families in the Educational Process for Children: Birth Through Kindergarten (3).F.**

The purpose of this course is to provide knowledge and skills in communicating with families as partners in educational planning for young children. Students will apply skills with families of infants, toddlers, preschoolers, and kindergarteners having typical and atypical educational needs.

**CI 4300. Literacy, Language, and Culture in Middle Grades Education (3).F.**

Prospective middle grades teachers will have the opportunity to learn about the foundational and current issues and methods of instruction regarding literacy education at the middle grades level. Emphasis is placed on the politics of language and identity, socio-cultural contexts for adolescent literacy development, diverse literacy learners, and effective instructional strategies. Students enrolled in the course learn to assess students' literacy needs and acquire knowledge of a range of practices that support the literacy development of young adolescents. Prospective middle grades teachers will work with cooperating public school teachers to plan and implement literacy strategies and assessments in middle grades classrooms. (Same as RE 4300.)

**CI 4401. Methods of Elementary Science Teaching (3).F;S.**

This course focuses on developing instructional strategies for teaching science content as a means for achieving scientific literacy in the 21st century. A broad range of science content will be explored in the context of the North Carolina Standard Course of Study (NCSCOS) strands: Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Students will be exposed to a variety of science teaching models with an emphasis on social constructivism and integrated instruction in a community context. Throughout the course, class work will be connected to the field experience, as students will develop school-based projects, lessons, and assessments for implementation during their internship.

**CI 4421. Art Education: Age 13 Through Adulthood (3).F.**

Recommended to be taken concurrently with ART 4422. Art teaching-learning for teenagers through adults for public schools and on-traditional groups, stressing personal development, concepts, environmental influences, and interdisciplinary relationships. Practicum



experiences in middle school, high school, and relevant alternate sites. Prerequisites: ART 2421 and ART 3422. Prerequisites may be waived for non- licensure students with permission of the instructor.

**CI 4450. Seminar in Middle Grades: Portfolio/Exhibition (1).S.**

Prospective middle grades teachers will be provided technological assistance as they create professional portfolios and prepare exhibitions. Time will be scheduled for the exhibition and assessment of these products. Emphasis will be placed on fulfilling graduation and initial licensure requirements as well as the transition to career status. Graded on an S/U basis.

**CI 4490. Middle Grades Curriculum, Instruction, and Assessment (4).F.**

Middle grades teacher candidates select, implement, and evaluate approaches to curriculum, instruction, and assessment that are designed to improve student learning. Candidates work collaboratively with university faculty, master teachers, and interdisciplinary teams in university cohorts and professional development school settings to improve and expand their professional knowledge. Emphasis is placed on integrative curriculum practices, understanding diversity, assessment of teaching and student learning, and the use of technology. In the field experience, emphasis is placed on implementing teaching and assessment practices that are responsive to diverse students' needs, management of students, time, and resources, and participation in reflective practices. Candidates have opportunities to participate in professional association meetings, seminars, and conferences. Lecture 40 hours, laboratory 150 hours.

**CI 4552. Advanced Video Production (3).S.**

This course will give students the opportunity to engage in the professional video production process as they create a video program for a client or for their portfolio. Students will learn skills in pre-production planning, production and post-production editing, and they will also learn to operate and maintain professional quality equipment. Additionally, as they act as crew on one another's projects and critique one another's work, students will learn to be a part of a video production team. Emphasis in this course is placed on thorough and creative planning, collaborative production and a progressive step-by-step approach to post-production. Prerequisite: CI 4840 or permission of the instructor.

**CI 4553. Issues in Transdisciplinary Service Delivery (3).S.**

This seminar emphasizes the foundations for professional development, positive attitudes toward children and families, and the strong commitment toward continuous, life-long study of young children and their learning. Class discussions and assignments are designed to prepare B-K teachers to participate fully in interdisciplinary and transdisciplinary early childhood teams and to collaborate across agencies dealing with young children and their families. (Same as FCS 4553/SPE 4553.)

**CI 4556. Infant/Toddler Curriculum (3).F.**

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3274, or consent of the instructor. (Same as FCS 4556/SPE 4556.)

**CI 4591. Theory and Practice in the Teaching of High School English (3).F;S.**

This course gives preservice teachers an opportunity to think about and explore pedagogy and curriculum for Secondary English through reading, discussion, planning, projects and presentations. Participants will also be asked to consider institutional issues and conditions that impact teaching, as well as needs and concerns of adolescents, societal influences on schools, and conceptions of what constitutes good teaching and learning. This course should be taken the semester prior to student teaching. (Same as ENG 4591.)

**CI 4602. Preschool Curriculum and Instruction (3).F.**

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3274 or consent of the instructor. (Same as FCS 4602/SPE 4602.)

**CI 4660. Classroom Management and Assessment Practicum in Secondary Education (2-3).F.**

Provides opportunities for students to study, observe, and participate in using performance assessment and classroom management strategies in public schools. Reflection, analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: multiple assessment strategies, including portfolio assessment; making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and becoming a reflective practitioner. Lecture and laboratory hours required. (Same as BE 4660.)

**CI 4680. Kindergarten Curriculum (3).F.**

Designed for both birth-kindergarten and elementary education majors, this course provides information on the history of the



kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as FCS 4680/SPE 4680.)

**CI 4740. Photography and Digital Imaging (3).F;S.**

Basic theory, principles, and techniques of photography and digital imaging.

**CI 4770. Intermediate Photography and Digital Imaging (3).S.**

An intermediate photographic production course which strengthens previously acquired skills in photography and provides advanced work in digital imaging.

**CI 4810. Introduction to Sight and Sound (3).F;S.**

An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including microphones, digital audio recorders, and digital audio editing software; still cameras, and digital image editing software; video cameras and digital video editing tools; and projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices.

**CI 4825. Non-fiction Film and Video (3).F;S.**

Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video.

**CI 4830. Media Literacy (3).F.**

The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages.

**CI 4835. Media: Image, Influence, and Identity (3).S.**

This media literacy course concentrates on media representations, media audiences, and media effects, including the socio-cultural contexts of consumption and production. Media, ranging from mass media to social media, are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include examining identity and media representations of race, class, gender, sexuality, ability, etc. Case studies may include representations of the family, adolescence, and minorities.

**CI 4840. Beginning Video Production (3).F;S.**

This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production.

**CI 4860. Audio Documentary Production (3).S.**

In this course, students listen to and analyze a variety of non-fiction audio programs in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. The class will explore the advantages and disadvantages of creating and distributing documentaries in an audio format. Students also engage in some hands-on experiences creating sound documentaries using a variety of digital audio hardware and software. The short audio documentaries produced by each member of the class will be podcast.

**CI 4900. Internship/Student Teaching (6-12).F;S.**

*GEN ED: Capstone Experience*

Teaching experiences under supervision for one semester for students who plan to teach B-12. Graded on an S/U basis.

## CAREER AND TECHNICAL EDUCATION (CTE)

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**CTE 3500. Independent Study (1-4).On Demand.**

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**CTE 3520. Instructional Assistance (1).**On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**CTE 3530-3549. Selected Topics (1-4).**On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

**CTE 3530-3549. Selected Topics (1-4).**On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

**CTE 3900. Internship (6 or 9).**On Demand.

**CTE 4619. Career and Technical Education Curriculum (3).**F.

This course provides an overview of career and technical education (CTE) curriculum development and programs of study in North Carolina. Students will utilize the North Carolina Standard Course of Study curriculum guides to prepare detailed units of instruction and daily lesson plans, along with appropriate instructional resources and assessments.

**CTE 4629. Management of Career and Technical Education Programs and CTSOs (3).**S.

This course is designed to provide prospective Career and Technical Education (CTE) teachers with the knowledge and skills necessary to effectively organize and manage CTE educational programs and career technical student organizations (CTSO's). Topics to be studied include: an overview of CTE, management and evaluation of CTE programs, and organization and administration of CTE student organizations. Students will also learn to plan, implement, and direct various work-based learning programs, as well as engage in professional development activities.

**CTE 4650. Research in Career and Technical Education (3).**S.

*GEN ED: Writing in the Discipline (WID)*

This course provides students with an opportunity to conduct original and unique research in the field of career and technical education. Students will conduct research and design and develop an original project in their specific area of study based on the specific content area skills they have developed in their previous coursework.

**CTE 4660. Methods and Materials in Career and Technical Education (3).**F.

This course provides a study of instructional strategies appropriate for use in Career and Technical Education (CTE) classrooms (grades 6-12). It places emphasis on the following areas of study: learning theory, standards-based instructional planning, teaching methods, and classroom management.

**CTE 4810. Seminar (3).**On Demand.

**CTE 4910. Practicum in Career and Technical Education (1).**F.

Prospective Career and Technical Education (CTE) teachers are introduced to CTE classrooms and school communities through field experiences in secondary schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Co-requisite: CTE 4660.

## BUSINESS EDUCATION (BE)

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**BE 1021. Introductory Keyboarding (1).** On Demand.

A course designed to teach touch keyboarding skills to enable students to more efficiently use computer terminals, microcomputers, information processors, and other typewriter designed keyboards.

**BE 1030. Computer Digital Input Systems (3).**F;S.

Provides opportunities for students to use speech recognition to efficiently input data; use emerging alternative digital input devices such as handheld computers, scanners, digital cameras, and cell phones. Basic skills such as formatting letters, manuscripts, and other business documents are also reinforced.

**BE 1060. Business Mathematics (2).** On Demand.

The fundamental process of mathematics and their application to common business practices. Topics included are trade, merchandising, valuation of assets, payrolls, taxes, insurance, banking, investments, credit, business ownership and distribution of earnings, and income taxes.

**BE 1590. Personal Money Management (3).**F.

Planning and managing personal finances. Emphasis is placed on controlling expenditures, consumption, emergencies, borrowing, insurance, home ownership, taxes, savings, investing, retirement, and personal estate planning.

**BE 2110. Word Processing Skills for Desktop Publishing (3).F;S.**

This course will provide opportunities for students to gain a basic understanding of advanced word processing and desktop publishing skills that enable students to produce a variety of products. Included are work with online systems, basic computer components and concepts, file management, word processing applications, desktop publishing applications, and integrated related technologies such as Internet applications and multimedia applications needed to produce a variety of sophisticated products. Prerequisite: BE 1030 or the equivalent.

**BE 3340. Business Communications (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Students gain experience in written and spoken business communications. Activities include writing e-mail, memoranda, letters, proposals, and reports. Oral, nonverbal, and intercultural communications are emphasized. Prerequisite: RC 2001 or its equivalent. (Global Learning Opportunity course)

**BE 3380. Information Systems for Business and Education Professionals (3).S.**

This course provides instruction in computers as essential components in business and education. Students are instructed about concepts related to information systems design, networking, e-commerce, and programming languages. Students will have the opportunity to engage in some hands-on experiences related to the course objectives.

**BE 3500. Independent Study (1-4).F;S.**

**BE 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**BE 3820. Records Management and Control (3). On Demand.**

Study of the planning, implementation, and maintenance of records management and control programs (creation, distribution, retention, utilization, storage, retrieval, protection, preservation, and final disposition) in organizations in order to reduce costs in handling records and to develop efficient systems and procedures for the storage and retrieval of records at the corporate level, public governmental units; local, state, regional and national levels.

**BE 3900. Internship (6-9).F;S.**

A full-time work experience in business. Nine semester hours of credit are granted for a normal 15-week internship with six semester hours granted for a 10-week internship. Students are encouraged to do internships during the summer between their junior and senior years of study. Prerequisite: full admission to the Reich College of Education, junior or senior standing, and permission of the departmental chair and the program coordinator. Graded on an S/U basis.

**BE 4030. Cooperative Office Education (2). On Demand.**

Actual work in an office. Group conferences to be arranged. (By permission of department only.)

**BE 4510. Office Management (3).F.**

Study of the responsibilities, problems, and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approach; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 5510.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BE 4550. Network Administration for Business and Education Professionals (3).F.**

This course provides instruction in the administration of client/server networks with a major emphasis on network operating system software and the establishment of working network servers and core networking concepts. Students will have the opportunity to engage in hands-on experiences related to the course objectives.

**BE 4650. Computer Applications for Business and Education Professionals (3).F.**

This course involves extensive hands-on activities that include word processing, spreadsheets, databases, presentation and publication software. Internet activities, including web page design, will be integrated into practical projects that will build on student knowledge and skills. [Dual-listed with BE 5650.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BE 4660. Classroom Management and Assessment Practicum in Secondary Education (2-3).F.**

Provides opportunities for students to study, observe, and participate in using performance assessment and classroom management strategies in public schools. Reflection, analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: multiple assessment strategies, including portfolio assessment; making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and becoming a reflective practitioner. Lecture and laboratory hours required. (Same as CI 4660.) [Dual-listed with BE 5660.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BE 4755. Methods and Materials in Business and Marketing Education (4).F.**

This course will provide students with opportunities to acquire knowledge and skills needed to effectively teach business and marketing education courses in school settings. It places emphasis in the following areas of study: lesson and unit plans, assessment, curriculum, teaching strategies, and delivery of lessons. This course also incorporates the history of CTE, legislation affecting business and marketing education, and CTE student organization and work-based learning programs. The course requires observation and participation in public school classrooms in addition to scheduled classes.

**BE 4810. Seminar (3). On Demand.**

[Dual-listed with BE 5810.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**BE 4850. Management of Occupational Education Youth Organizations (3).S.**

A study of how to organize and administer youth organizations in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 5850.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## Department of Family and Child Studies (FCS)

*Ellen S. Carpenter, Chair*

*Denise M. Brewer  
Patricia F. Hearron*

*Cheryl L. Lee  
Rhonda D. Russell*

*Carol S. Soulé  
Teresa Sumrall*

Family and Child Studies' mission is to create a community of engagement around the capacity for learning and competence of children by exploring how children develop and learn in the context of their families and communities. Within this community, we prepare professionals who work with children and families across a variety of settings. Inspired by the pedagogical practices of Reggio Emilia, we aspire to create professionals who consider the cultures within which the child grows and develops. Students are supported in developing sensitivity to all through critical thinking and community engagement. By embracing our obligation to create healthy, just and sustainable societies, we equip our students to be knowledgeable, compassionate and dedicated in their professional endeavors; to respond to others with humility; and to recognize the dignity of all.

The Department of Family and Child Studies offers the following undergraduate degree programs:

- Bachelor of Science degree in Child Development (non-licensure) with a concentration in Family and Consumer Sciences
- Bachelor of Science degree in Child Development with a concentration in Birth Through Kindergarten (with teacher licensure)

The teacher education program is accredited by NCATE and meets the North Carolina Department of Public Instruction standards for teaching licensure.

A common core of subjects in liberal education, as well as in family and child studies, is required of all majors. The general education requirements are designed to provide instruction in the natural and social sciences, the arts and humanities, and in general family and consumer sciences areas. In all programs, families and individuals are the primary foci. The program offers educational preparation for professional careers, entry into continuing education programs and graduate study.

In addition to program course work, the department is home for the Lucy Brock Child Development Laboratory Program.

The Lucy Brock Child Development Laboratory Program serves as a laboratory for child development students and for students from other university departments/programs as well. It provides opportunities for observation and direct experiences with children.

Students majoring in Child Development (non-licensure); Child Development: Birth Through Kindergarten; and Family and Consumer Sciences, Secondary Education are required to make a grade of "C" (2.0) or higher in all major requirements.

### Child Development (Non-teaching)

The Bachelor of Science degree in Child Development (non-licensure) with a concentration in Family and Consumer Sciences is designed to give the student a broad base of knowledge about children and families. Majors will take courses in all areas of family and consumer sciences. Because of the broad base of courses and the number of electives including a variety of course opportunities across the university, advisors are able to help students prepare for exciting careers working with children and families. Within the major, students select from at least one area of focus: Infant/Toddler, PreK/Kindergarten, Middle Childhood, Child Life, and Child Development Research.

#### **The Bachelor of Science degree in Child Development (510\*/19.0706) with a concentration in Family and Consumer Sciences (510F)**

The program of study is available at: [www.programsofstudy.appstate.edu/child-development-bs-family-and-consumer-sciences-510f-2016-2017](http://www.programsofstudy.appstate.edu/child-development-bs-family-and-consumer-sciences-510f-2016-2017)

#### **The Bachelor of Science degree in Child Development (510\*/19.0706) with a concentration in Birth Through Kindergarten (510G)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/child-development-bs-birth-through-kindergarten-510g-2016-2017](http://www.programsofstudy.appstate.edu/child-development-bs-birth-through-kindergarten-510g-2016-2017)

### Minors in Family and Child Studies

Students not majoring in the Department of Family and Child Studies may earn one of the two minors listed below by the completion of the prescribed 17-18 semester hours.

#### **Child Development Minor (510/19.0706) (17-18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/child-development-minor-510-2016-2017](http://www.programsofstudy.appstate.edu/child-development-minor-510-2016-2017)

## Family and Consumer Sciences (general) Minor (526/19.0101) (17-18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/family-and-consumer-sciences-minor-526-2016-2017](http://www.programsofstudy.appstate.edu/family-and-consumer-sciences-minor-526-2016-2017)

## Courses of Instruction in Family and Consumer Sciences (FCS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### FAMILY AND CONSUMER SCIENCES (FCS)

#### **FCS 1100. Development and Relationships: Conception through Middle Years** (3). On Demand.

A study of the development of children from conception through middle school age, incorporating the psycho-social, physical and cognitive components of development and relationships. Lecture two hours, laboratory two hours.

#### **FCS 1300. Housing Environments** (3).F.

Study of individual and family housing needs, housing acquisition decisions, and housing space. Students will apply the elements and principles of design to choose and to create functional, safe and aesthetically pleasing living environments which foster individual and family well-being and accommodate relevant life cycle stages. Selection of household furnishings, housing policy, trends, energy use, and material quality are explored. Lecture three hours.

#### **FCS 1400. Professional Orientation** (1).F;S.

Factors and personalities influencing the history of family and consumer sciences; present status of the discipline, future responsibilities and career opportunities. Lecture one hour. Required of all family and consumer sciences majors. To be completed either the first or second semester enrolled as a family and consumer sciences major.

#### **FCS 2101. Child Development: Birth-2 Years** (3).F;S.

In-depth study of infancy to include concepts, principles and developmental theories. Students will observe, record, and analyze the social, emotional, physical and cognitive development of the typical and atypical infant and toddler in the social and cultural context. Lecture two hours, laboratory two hours.

#### **FCS 2102. Child Study and Guidance** (3).F;S.

Child study techniques and child guidance principles and strategies appropriate for use with young children in group care and hospital settings. Includes weekly laboratory experiences and observational reports. Lecture two hours, laboratory two hours. Prerequisite: FCS 2104.

#### **FCS 2103. Family Development: Origins and Movement** (3).F;S.

*GEN ED: Social Science Designation; Liberal Studies Experience*

A study, using the multicultural life span approach, of factors affecting human and family development. Theories, patterns, structures and functions of diverse family groupings and interactions and interrelationships in family processes and development will be considered in relation to current research. Students will research their individual family origins and movement over time to understand the current change in ethnic diversity. Students will also study and analyze critical family issues and compare these issues within different cultures in the United States and around the world. Lecture three hours.

#### **FCS 2104. Child Development: 3-K Years** (3).F;S.

Examines, with a multidisciplinary approach, the growth and development of preschool children, both typical and atypical. Students will observe, record, and analyze motor, social, emotional and intellectual development of typical and atypical children using developmental theory. Lecture two hours, laboratory two hours.

#### **FCS 2110. Global Awareness: Examining the Human Condition** (3).F;S.

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

A human ecological approach to the issues related to hunger, child and maternal mortality, access to primary education, and reproductive health. Economic, social, political, and geographic concepts will be related to current indicators of the United Nations Millennium Development Goals in order to analyze impacts on individuals and families. Students will develop and evaluate strategies that enhance living conditions for families in local and global contexts. Emphasis will be directed toward families most affected by negative living conditions. Lecture three hours.

#### **FCS 2111. Social History of the Family** (3).F;S.

*GEN ED: Liberal Studies Experience*

This course will examine family as an institution through cross-cultural, social, and historical contexts. The purpose of the course is to provide students with an introduction to theoretical perspectives used in the study of families, knowledge of the history of family



life, and learning experiences that provide opportunities to think critically, communicate intelligently, and make informed opinions about contemporary family issues. Connections to other courses within the individual and society theme will focus on individual and group decision making within the context of the family. Lecture three hours.

**FCS 2355. Equipment, Technology, and Management in the Home (3).** On Demand.

Selection, use, and application of equipment and technology in the home. Study and practical application of the principles and procedures of home management. Lecture two hours, laboratory two hours. Prerequisite: FCS 1300.

**FCS 2500. Independent Study (1-4).** On Demand.

**FCS 2600. Family Economics (3).**S.

A study of the management of human and material resources designed to develop competence as consumers of goods and services in a modern economic society. Lecture three hours.

**FCS 3100. Early Intervention for Young Children (3).**F.

This course will examine how early intervention (EI) professionals provide services in a variety of settings (e.g., home, child care, schools, agencies, community settings such as parks, grocery stores), as well as the Federal laws associated with EI. The course will also examine specific disabilities and possible EI strategies that individualize for children and families. Teaming with professionals and families is emphasized. Prerequisites: FCS 2101 and FCS 2104, or permission from instructor.

**FCS 3101. Enriching Experiences for Young Children (3).**S.

Planning, developing and evaluating creative activities to meet the total needs of young children in preschool programs. Lecture two hours, laboratory two hours. Prerequisite: FCS 2102.

**FCS 3102. Family, Child and Professional Interactions: A Focus on Young Children (3).**F.

*GEN ED: Junior Writing in the Discipline (WID)*

A family development approach to parent, child and professional interactions with a specific focus on communication patterns and family structure. Students will study and evaluate strategies which enhance positive interactions relevant for working with parents and professionals. Emphasis will be directed toward normative and catastrophic family issues. Lecture three hours. Prerequisites: FCS 2103, FCS 2104; and RC 2001 or its equivalent.

**FCS 3104. Practicum I (3).**S.

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: consent of the instructor. Graded on an S/U basis. (Same as CI 3104/SPE 3104.)

**FCS 3105. Practicum II (3).**F.

*GEN ED: Junior Writing in the Discipline (WID)*

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisites: FCS 3104/CI 3104/SPE 3104 or permission of the instructor; and RC 2001 or its equivalent. Graded on an S/U basis. (Same as CI 3105/SPE 3105.)

**FCS 3106. Adolescent Development (3).**S.

Examination of the physical, cognitive, social, and emotional development of adolescents in the contexts of family, peers, school, work, and culture. Emphasis on the search for identity, sexuality, autonomy, and interpersonal relations. Observation and participation with adolescents.

**FCS 3107. Variations in Development: Birth through Kindergarten (3).**F.

This course will examine the variations in development that occur during early childhood. Students will explore the range of developmental outcomes in young children and how development results from characteristics within children and/or from the environment. A strengths-based approach will be taken in exploring strategies for intervention in meeting the needs of young children. Prerequisites: FCS 2101 and FCS 2104.

**FCS 3109. Child Development: Ages 5-12 (3).F.**

A study of children as they enter the school years until they reach adolescence. The course will examine normal expectations related to physical growth and development such as: health issues, cognitive development including school expectations and language, and the social development observed in the emergence of peer relationships. This course also studies developmental criteria that include children with and without disabilities.

**FCS 3110. Enriching Experiences and Programming for Children (3).F.**

Planning, developing, and implementing developmentally enhancing experiences to meet the total needs of children in a variety of programs, including after school programs, hospital programs, summer camps and institutes, YMCAs, etc. Lecture two hours, laboratory two hours per week. Prerequisite: FCS 3109.

**FCS 3500. Independent Study (1-4).On Demand.**

**FCS 3520. Instructional Assistance (1).On Demand.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**FCS 3522. Introduction to Birth-Kindergarten (3).On Demand.**

An introduction to professional practices for working with young children, birth to five years, and their families. Students will examine concepts related to developmentally appropriate practices with young children, as well as exploring professional requirements and standards for those who work with young children.

**FCS 3530-3549. Selected Topics (1-4). On Demand.**

**FCS 3700. Introduction to Family and Consumer Sciences Education (3).S.**

Survey of the North Carolina program of studies in secondary family and consumer sciences and the vocational student organization (FCCLA). Guided observation and participation in educational settings. Prerequisite: approval of the instructor.

**FCS 3901. Practicum (3).On Demand.**

This course is designed for students to develop their skills in interacting with children. Students are required to observe and reflect about interactions with children and to begin designing interactions that promote development. The practicum consists of 200 direct contact hours with children. Prerequisite: FCS 2102, 20 s.h. of family and consumer sciences courses; 2.0 grade-point average overall. Graded on an S/U basis.

**FCS 4102. Critical Issues: Stressors in Child and Family Development (3).S.**

Study of various critical issues affecting children with an emphasis on infancy and early childhood. Lecture three hours. Prerequisites: FCS 2103 and FCS 2104.

**FCS 4131. Teaching Family and Consumer Sciences (Grades 9-12) (3).F.**

A study of the organization and management of the family and consumer sciences program in the secondary school (9-12) setting. Emphasis will be placed on instructional objectives and planning, curriculum development and utilization, classroom management and evaluation techniques. Includes an intensive, 30-hour field experience in a public school setting. Prerequisites: admission to teacher education and FCS 3700, or approval of the instructor. (Same as CI 4131.)

**FCS 4315. Habitats and Public Policy (3). On Demand.**

Historical and current politico-economic climates and their influences on the physiological, psychological and sociological aspects of housing. The interrelationships of the physical environment with people in urban, suburban, and rural housing situations. Current developments in housing with emphasis on private and federal programs. Lecture three hours. Prerequisite: junior standing.

**FCS 4400. Professional Seminar (1).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A study of concepts and skills essential for successful entry into the professional world including job search strategies, resume development, interview strategies, written and oral communication, professional ethics, and career management and development. Lecture one hour. Prerequisites: FCS 1400 and senior level standing or approval of the major advisor. Should be completed before taking FCS 4900.

**FCS 4450. Contemporary Issues in Family and Consumer Sciences (2).F;S.**

An integrative study of contemporary issues in relation to individuals and families: child development, family relations, parenting,

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resource management, housing, interior design, apparel and textiles, food and nutrition. Team building and problem solving skills using interdisciplinary group assignments will be incorporated into presentation and discussion. Prerequisites: FCS 1400, FCS 2103, junior or senior level standing.

**FCS 4551. Families in Later Life (3).F.**

In-depth study of factors influencing interrelationships in family development in the later years. Lecture three hours. Prerequisite: FCS 2103 or permission of the instructor. [Dual-listed with FCS 5551.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**FCS 4553. Issues in Transdisciplinary Service Delivery (3).S.**

This seminar emphasizes the foundations for professional development, positive attitudes toward children and families, and the strong commitment toward continuous, life-long study of young children and their learning. Class discussions and assignments are designed to prepare B-K teachers to participate fully in interdisciplinary and transdisciplinary early childhood teams and to collaborate across agencies dealing with young children and their families. (Same as CI 4553/SPE 4553.)

**FCS 4556. Infant/Toddler Curriculum (3).F.**

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3274, or consent of the instructor. (Same as CI 4556/SPE 4556.)

**FCS 4602. Preschool Curriculum and Instruction (3).F.**

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3274 or consent of the instructor. (Same as CI 4602/SPE 4602.)

**FCS 4609. Seminar in Vocational Education (1).F.**

A study of the historical, legislative, and philosophical bases of vocational education; organization of vocational education in North Carolina; and contemporary issues in vocational education. Prerequisites: approval of the instructor. [Dual-listed with FCS 5609.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**FCS 4610. Administration of Early Childhood Programs (3).S.**

A study of the role of the program administrator in a variety of early childhood settings, both public, private and non-profit. This study will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management using computer management software and studying the state regulations that govern programs for young children. Lecture three hours. Prerequisite: FCS 4556 or FCS 4602 or FCS 3110 or permission of the instructor. [Dual-listed with FCS 5610.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**FCS 4611. The Hospitalized Child (3).S.**

This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas. [Dual-listed with FCS 5611.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**FCS 4680. Kindergarten Curriculum (3).F.**

Designed for both birth-kindergarten and elementary education majors, this course provides information on the history of the kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as CI 4680/SPE 4680.)

**FCS 4701. Educational Methods for Family and Consumer Sciences (3).F.**

A study of the principles of teaching and learning applied to family and consumer sciences content. The course will address instructional methods appropriate for formal and non-formal educational settings, focusing on specific oral strategies and computer applications. Prerequisite: FCS 3700 or approval of the instructor.

**FCS 4709. Middle Grades Career Exploration (3).On Demand.**

A study of the newer conceptual and pragmatic models of middle grades career exploration. Development of competencies of

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teachers in relation to the development of models, integration of cluster concepts, occupational information, and resources which might be utilized in career exploration. Meets requirements for licensure and license renewal credit for teachers involved in career education. Prerequisites: FCS 4609, FCS 4131/CI 4131 or equivalent, or permission of the instructor. Lecture two hours, laboratory two hours.

**FCS 4710. Middle Grades Career Exploration Labs (3).**On Demand.

Study of the occupational clusters and the methods and techniques of teaching in each of the middle grades career exploration labs. Meets requirements for licensure and license renewal credit for teachers involved in middle grades career education. Prerequisite: FCS 4609, FCS 4131/ CI 4131, FCS 4709, or equivalent, or permission of the instructor. Lecture two hours, laboratory two hours.

**FCS 4900. Internship (3-12).**F;S.

*GEN ED: Capstone Experience*

Field experience or employment in the area of the student's interest in child development. Supervision and evaluation by the employer and the faculty member.

Prerequisites:

- A. 2.00 overall grade-point average
- B. College rank: juniors (60+ s.h.)
- C. Completed 35 semester hours of family and child studies courses including FCS 4400 (except 24 semester hours for family and consumer sciences secondary education licensure).
- D. Internship proposal fully approved
- E. Major courses in Child Development completed:  
FCS 2101, FCS 2102, FCS 2103, FCS 2104, FCS 3107, FCS 4408; NUT 2201.

Graded on an S/U basis. Hours requirement for three credit hours is 120 hours with 40 hours required for each additional credit.

## **Department of Human Development and Psychological Counseling (HPC)**

*Lee Baruth, Chair*

*Karen L. Caldwell  
Catherine R. Clark  
Laura Gambrel  
Elizabeth G. Graves  
Dominique Hammonds*

*Glenda Johnson  
Nickolas A. Jordan  
James M. Lancaster  
Geri A. Miller  
Christina M. Rosen*

*Mark Schwarze  
Melia Snyder  
Jill Van Horne  
Diane M. Waryold  
Jon L. Winek*

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The department offers courses of instruction leading to a Master of Arts degree with the following options:

1. The Clinical Mental Health Counseling program is designed to prepare counselors and other “helping” professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs, etc.) Degree concentrations include: Addictions Counseling; Marriage and Family Counseling; Expressive Arts Therapy; Clinical Mental Health Counseling, General; and Body Centered Therapy.
2. The Professional School Counseling program (K-12) is designed to meet North Carolina licensure requirements and to prepare counselors for elementary, middle, and secondary schools.
3. The College Student Development program is designed to prepare student development specialists to work in a variety of areas (residence life, career development, student activities, leadership, academic advising, etc.) within colleges and universities. Degree concentrations include: College Outdoor Program Administration, and Student Affairs Practice.
4. The Marriage and Family Therapy program is designed to prepare counselors to work specifically with families in a wide variety of work settings. The program meets the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and North Carolina licensure.

The master’s degree programs in Clinical Mental Health Counseling and Professional School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National Certified Counselors. The program in College Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards in Higher Education (CAS). The Professional School Counseling program is also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction. The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Education of the American Association for Marriage and Family Therapy, 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.

All courses are taught from a multicultural perspective which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for undergraduate students. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking. Students must also complete a departmental questionnaire as part of the application process. See the *Graduate Bulletin* for the requirements of each degree program.

### **Minor in Leadership Studies (429/13.1102) (18 semester hours)**

In collaboration with the Center for Student Involvement and Leadership, the Department of Human Development and Psychological Counseling offers an undergraduate minor in Leadership Studies.

The program of study is available at: [www.programsofstudy.appstate.edu/leadership-studies-minor-429-2016-2017](http://www.programsofstudy.appstate.edu/leadership-studies-minor-429-2016-2017)

## Courses of Instruction in Human Development and Psychological Counseling (HPC)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)

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#### **HPC 2200. Life/Career Planning (3).F;S.**

This individually oriented study helps students consider those career choices and related factors contributing to satisfaction and happiness in life. The process of decision making, goal setting and self-management by objectives will be studied in order for the student to plan systematically for a career.

#### **HPC 2700. Principles of Leadership (3).F;S.**

Designed to introduce students to models and theories of leadership and to create an understanding of and an appreciation for the increasing complexity of leading diverse organizations. The course will provide students with opportunities for self-discovery, personal growth and skill development through active learning and group discussions.

#### **HPC 3150. Peer Leader Seminar (3).F.**

This seminar course prepares Peer Leaders for their role in the First Year Seminar class (UCO 1200) and provides important skills that can be applied in any leadership setting. Focuses on public speaking and group facilitation skills, leadership, and helping skills. Open only to First Year Seminar Peer Leaders.

#### **HPC 3390. An Introduction to and Procedures in the Helping Professions (3). On Demand.**

Historical, philosophical, and legal aspects of the helping professions. Emphasis placed on understanding the various approaches to counseling. Contributions of paramedical and other areas are discussed.

#### **HPC 3400. Resident Assistant Development (3).F;S.**

Designed to enhance the personal and professional growth of resident assistants. Emphasis is given to the residential living/learning environment and related student development theory; leadership development and styles; communication skills/styles; and situational topics relative to the resident assistant position. Open only to approved prospective or current Appalachian resident assistants.

#### **HPC 3500. Independent Study (1-4). On Demand.**

#### **HPC 3520. Instructional Assistant (1). On Demand.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

#### **HPC 3530-3549. Selected Topics (1-4). On Demand.**

#### **HPC 3700. Applied Leadership Development in Student Organizations (3).F;S.**

Designed to study the component parts of organizational leadership while assisting leaders in various student clubs and organizations to develop further their leadership skills. The course format will combine instruction, discussion, and experiential learning in order to bridge the appropriate theories with the reality of organizational leadership. The course is limited to students in existing club/organization leadership roles.

#### **HPC 4300. Advanced Student Leadership Development (3).F.**

Designed for designated student body officers/leaders to develop and practice their leadership capabilities. It combines the theoretical understanding through the classroom setting with the practical concepts through a practicum. Emphases include an understanding of the University community, clear organizational goals, advanced leadership concepts, and related topics/issues. The course is limited to those invited and approved by the instructor.

#### **HPC 4570. The Addictive Process (3).F;S.**

An examination of sociological and psychological contributors to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and prevention program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. [Dual-listed with HPC 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

#### **HPC 4700. Capstone Seminar in Leadership (3).S.**

This course is the capstone course for the undergraduate minor in Leadership Studies. It provides students with the opportunity to synthesize their minor coursework and their co-curricular involvement, and it also provides students with the opportunity to develop



high level leadership skills such as consensus building and ethical decision-making. Prerequisites: HPC 2700, senior standing, and consent of the instructor.

**HPC 4710. Teaching Sex Education within a Family Context (3).F.**

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STDs and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching.

**HPC 4790. Group Methods and Processes (3).F;S.**

A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 5790.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**HPC 4800. Basic Dream Interpretation (3). On Demand.**

A review of C.G. Jung's life and the development of analytical psychology. This review includes the beginning and expansion of his analytical approach to dream analysis. Special attention will be given to the structure of dreams, dream images and how dreams relate to the life of the dreamer. Students will begin to explore their dreams via the analytical method.

**HPC 4840. Human Relations and Interaction (3).F;S.**

Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 5840.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**HPC 4900. Internship in Public Schools (1-9). On Demand.**

Designed for school counselor graduate students who do not possess an "A" teaching license and who must have an extended internship in a public school setting prior to obtaining an "M" license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 5000.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## Department of Leadership and Educational Studies (LES)

*Terry McClannon, Chair*

*Roma B. Angel*

*Kim E. Becnel*

*Leslie Bolt*

*Hunter R. Boylan*

*Amelia W. Cheney*

*Michael W. Dale*

*Audrey Dentith*

*Louis B. Gallien, Jr.*

*William M. Gummerson*

*David R. Hostetler*

*Barbara B. Howard*

*Richard D. Howe*

*Alecia Youngblood Jackson*

*Andrew Koricich*

*Nita J. Matzen*

*Patricia Levine-Brown*

*Jennifer Luetkemeyer*

*George A. Maycock*

*Terry W. McClannon*

*Vachel W. Miller*

*Robin A. Moeller*

*Precious Mudiwa*

*Peter J. Nelsen*

*George H. Olson*

*Patrick M. O'Shea*

*Christopher R. Osmond*

*Alvin C. Proffit*

*Matthew A. Thomas-Reid*

*John H. Tashner*

*Krista P. Terry*

*Gayle M. Turner*

*Paul R. Wallace*

*Brandy S. Wilson*

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors
- research courses to help students develop skills and knowledge needed to understand the design, implementation and evaluation of educational research
- graduate programs in public school administration; community college and higher education administration and teaching, developmental education and adult education; library science; and educational media/instructional technology

The Master's degree programs are described as follows:

**Educational Media (M.A.) (437\*/13.0501) and (434\*/13.0501)** is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which offers a choice of five concentrations:

- (a) Instructional Technology Specialist/Computers (437D)[T]
- (b) Instructional Technology Specialist/Computers, General (437E)
- (c) Instructional Technology Specialist/Media Literacy (434G)
- (d) Instructional Technology Specialist/Media Production (434F)
- (e) Instructional Technology Specialist/New Media and Global Education (434H)

Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

**Higher Education (M.A.) (454\*/13.0406)** prepares students who wish to work in postsecondary institutional settings. Students must select one of the following concentrations: Adult and Developmental Education (454F), Community College and University Leadership (454G), or Teaching (454E). The teaching concentration (454E) is designed to prepare students to teach in two-year community colleges and four-year institutions. The degree in Higher Education does not lead to North Carolina public school teaching, administration, or supervision licensure.

**Library Science, General (MLS) (465A/25.0101)** is approved by the North Carolina State Department of Public Instruction and reflects Media Coordinator (School Librarian) competencies required by the state as well as Public Librarian Certification competencies of the North Carolina Public Librarian Certification Commission, depending on the concentration pursued by the student.

**School Administration (MSA) (433A/13.0409)[T]** prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The Education Specialist degree in the Department of Leadership and Educational Studies is a 30-semester hour degree program offered in the following areas:

**Educational Administration (Ed.S.) (428A/13.0401)[T]** provides advanced graduate work for public school administration. This degree leads to sixth-year licensure as a superintendent.

**Higher Education (Ed.S.) (455\*/13.0406)** provides advanced graduate work beyond the M.A. degree for professionals in the area of postsecondary education. This degree is for individuals interested in advancing their careers, preparing for a doctoral program, or expanding their professional area to include one of three concentrations. Students must select one of the following concentrations: Adult and Developmental Education (455F), Community College and University Leadership (455G), or Teaching (455E). The degree in Higher Education does not lead to North Carolina public school teaching, administration, or supervision licensure.

A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

Consult the *Graduate Bulletin* for further information.

## **Courses of Instruction in Foundations of Education (FDN), Instructional Technology/Computers (ITC) and Research (RES)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### FOUNDATIONS OF EDUCATION (FDN)

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#### **FDN 2150. Discourses in Democracy: The Effects of Policy on Lived Experiences (3).S;SS.**

*GEN ED: Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")*

Why does policy look different in real life than it does when policymakers and politicians talk about it? An example of this disconnect between policy discourse, policy, and educational realities can be seen when politicians and policies perpetually set out to change education while many perceive that education is still "failing." In this course, we will consider the ways policy looks different depending on your perspective – how the building and understanding of policy knowledge is influenced by power. We will engage with the ideas, the concepts of democracy that we use – to understand how our thinking frameworks impact both how we understand an issue and how we then formulate responses. To root our collective understanding of 'policy problems,' the course will begin with a brief introduction to the policy world – considering educational as well as social, economic, and environmental issues. We will continue to think about the frameworks or discourses surrounding them, considering the policy documents and processes, but also the lived experiences of those affected to critically examine how policy and our frameworks for understanding policy can be a major driver in the reproduction of inequality. This course will focus on students developing a sense of how they fit into the discourses of democracy and what that means for their everyday practice to offer just and sustainable solutions.

#### **FDN 2250. Why Read? The Literature of Love, Learning, and Liberation (3).S.**

*GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")*

This course will focus on the genre of novels, short stories, and works of narrative non-fiction (including philosophical works) that explore the act of reading itself. A rich and intriguing body of novels and short stories explores and examines through characters and human relationships the question of Why Read? Through our encounters with these books and stories, both in silently reading alone and in conversations with others, we will begin to see how stories about reading and learning to read reveal to us answers to the questions of what is the value and purpose of reading and its relationship to critical consciousness. In surprising and fascinating ways this engagement will also begin to show us the value of a liberal education in our lives and its relationship to liberation from the limiting consequences of oppressive socialization.

#### **FDN 2350. Unlearning Racism: Racial Literacy for Responsible Citizenship (3).F.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")*

Understanding and developing racial literacy is at the core of this course and is particularly important in an increasingly multicultural and global world. In this course, students will acquire the tools and the abilities to critically analyze racial/racist ideologies, racial norms, and racial patterns embedded in society and in institutions. The goal of this course is to produce racially literate citizens capable of problematizing the constructions of race and racist practices. Consequently, this course requires a commitment to break the taboos of talking about race by grappling with and appreciating diverse and unfamiliar experiences and recognizing that there is much to learn. The content and major modes of inquiry that guide this course are highly interdisciplinary and include sociology, social psychology, Critical Race Theory, Critical Social Theory, qualitative studies, history, and anthropology.

#### **FDN 2400. Critical Perspectives on Learning and Teaching (2).F;S.**

Learning and teaching and the relations between learners and teachers are inherently moral, intellectual, and emotional. Beginning with the deceptively simple questions *Why Learn?* and *Why Teach?*, this course provides students with the opportunity to explore such questions in the context of what education should mean for democratic life. Examining schooling from the perspective of the reflective practitioner, the course helps students inquire into and voice understandings of the varied ways that social, cultural, and political issues impact teaching and learning, especially the intersections of race, class, gender, sexuality and religion. Students and professors will work together to develop specific questions that will guide students as they engage in an inquiry project in a school or in the community. The ability to ask and answer questions is fostered throughout the course and is put into practice in the inquiry project. Lecture two hours, laboratory one hour. Must be taken prior to admission to teacher education. Prerequisite or corequisite:

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CI 2300. May also be taken concurrently with PSY 3010.

**FDN 3015. Developing and Using Classroom Assessments (2).** On Demand.

An overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: test item construction, test score statistics, item analysis, standardized tests, and grading and reporting to parents. Effective assessment strategies are modeled and applied to educational settings in North Carolina. Links quality assessment to effective teaching and effective schools. (Same as CI 3015.)

**FDN 3100. Classroom Use of Microcomputers in Grades K-12 (2).** F;S.

An introduction to the applications of microcomputer technology in instructional settings. Topics included are popular computer systems used in schools; word processing; data storage and retrieval; software evaluation, selection and use; and computer languages designed for classroom instruction.

**FDN 3500. Independent Study (1-4).** F;S.

**FDN 3520. Instructional Assistance (1).** On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**FDN 3530-3549. Selected Topics (1-4).** On Demand.

**FDN 4200. Psychology of Reading for the Classroom Teacher (3).** On Demand.

Provides classroom teachers with a comprehensive overview of modern learning theories as they apply to the psychology of reading behavior and the psychology of reading instruction. The course is organized in such a way that students are guided into critical evaluation and analysis of reading practices in relation to prevalent theories of learning. Students are encouraged to formulate ways in which learning theories can be translated into reading behavior and used to develop teaching strategies for teaching instruction.

**FDN 4800. Education of the Culturally Diverse (3).** On Demand.

A general survey of situations encountered by the teacher in a culturally diverse society. As emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. Open to graduates and seniors. [Dual-listed with FDN 5801.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**FDN 4810. Education in Appalachian America (3).** On Demand.

A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. Open to graduates and seniors. [Dual-listed with FDN 5810.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## INSTRUCTIONAL TECHNOLOGY/COMPUTERS (ITC)

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**ITC 2010. Narrative, New Media, and Gaming (3).** F;S.

*GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")*

This course addresses the ways in which we tell stories in the digital age. Through exploring storytelling in social media, mobile contexts, and gaming, students in this course will experience a range of different narratives in many types of digital media, such as interactive online stories, podcasts, and video games. We examine forms of digital storytelling within media, marketing, and education, with opportunities for students to research, participate within, and to create original narratives as they share their own stories in a variety of media. (Same as CI 2010.) (Global Learning Opportunity course)

## RESEARCH (RES)

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**RES 4600. Educational Statistics (3).** F;S.

A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with RES 5600.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## Department of Reading Education and Special Education (RESE)

Woodrow Trathen, Chair

Beth A. Buchholz  
Aftynne Cheek  
Elizabeth M. Frye  
Justin Garwood  
J. Thomas Gill  
Connie R. Green  
Robin D. Groce

Rebecca Jordan  
Elin M. Hoffman  
David A. Koppenhaver  
Larry J. Kortering  
Rose Marie Matuszny  
Darrell Morris  
Susan Mayfield Pogoloff

Rebecca K. Shankland  
Catherine C. Smith  
Woodrow R. Trathen  
Christopher L. Van Loan  
Devery Mock Ward  
Margaret G. Werts

The Department of Reading Education and Special Education includes professionals in reading and special education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading and specific areas of exceptionality. All students pursuing programs in the Department of Reading Education and Special Education must meet all requirements for admission into the Reich College of Education.

The Department of Reading Education and Special Education offers the following undergraduate degree program:

Bachelor of Science degree in Special Education (478\*/13.1011)[T] (with concentrations in Adapted Curriculum K-12 (478C)[T] and General Curriculum K-12 (478B)[T])

For information on the graduate programs in the Department of Reading Education and Special Education, please consult the current *Graduate Bulletin* or contact the department chair.

### Reading Education

The responsibility for all undergraduate reading and language arts courses is maintained by the Reading and Language Arts Program in the Department of Reading Education and Special Education. These include courses required of all majors in child development (RE 3902), elementary education (RE 3030, RE 3240, RE 4030), health education (RE 4630), business education (RE 4630), middle grades education (RE 3150, RE 4630), secondary education and special areas (RE 4620 or RE 4630), and special education (RE 3900, RE 4710, RE 4620). Students should consult their advisor for any revisions in their program major. For students interested in North Carolina licensure in reading (K-12), the Reading and Language Arts Program offers an MA program in reading as well as courses leading to add-on licensure. Please consult the *Graduate Bulletin* for information.

### Bachelor of Science degree in Special Education (478\*/13.1011)[T]

#### (with concentrations in Adapted Curriculum K-12 and General Curriculum K-12)

The Department of Reading Education and Special Education offers the Bachelor of Science degree in Special Education (478\*/13.1011)[T] with concentrations in Adapted Curriculum K-12 (478C)[T] and General Curriculum K-12 (478B)[T]. Completion of this degree leads to certification in either Special Education: General Curriculum K-12, or Special Education: Adapted Curriculum K-12, depending upon the concentration chosen. Included in the requirements for this degree are two internships and a 15-week student teaching placement. All students majoring in special education will be placed in one of the following school districts for all field-based activities: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Mitchell, Wilkes, or Watauga County.

Students must choose one of the following concentrations (Adapted Curriculum K-12 or General Curriculum K-12). A student may elect to complete both concentrations, with the understanding that additional course work will be required.

#### Adapted Curriculum K-12 concentration (478C)[T]

This concentration will prepare students to teach students in grades K-12 who will likely require more significant modifications and adaptation in order to access the general curriculum, and may not be candidates for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. These would include students with mental retardation, emotional/behavioral disorders, autism, and other health impairments, and others.

The program of study is available at: [www.programsofstudy.appstate.edu/special-education-bs-adapted-curriculum-k-12-478c-2016-2017](http://www.programsofstudy.appstate.edu/special-education-bs-adapted-curriculum-k-12-478c-2016-2017)

or

#### General Curriculum K-12 concentration (478B)[T]

This concentration will prepare students to teach students in grades K-12 who will likely be expected to complete the general curriculum requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. These would include students with learning disabilities, mental retardation, emotional/behavioral disorders, traumatic brain injury, other health impairments, and others.

The program of study is available at: [www.programsofstudy.appstate.edu/special-education-bs-general-curriculum-k-12-478b-2016-2017](http://www.programsofstudy.appstate.edu/special-education-bs-general-curriculum-k-12-478b-2016-2017)

## Special Education, General Minor (487/13.1001)

A student may earn an undergraduate minor in Special Education which generally consists of a minimum of 15 semester hours of credit from courses offered by the special education program. Each minor is individually designed by the student and the coordinator of the special education program. Students must design the minor prior to the last two semesters of residence at Appalachian, and they must seek approval from their home college prior to contracting for the minor in special education.

The program of study is available at: [www.programsofstudy.appstate.edu/special-education-general-minor-487-2016-2017](http://www.programsofstudy.appstate.edu/special-education-general-minor-487-2016-2017)

## Teacher Education Minor (409/13.1299) (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/teacher-education-minor-409-2016-2017](http://www.programsofstudy.appstate.edu/teacher-education-minor-409-2016-2017)

## Courses of Instruction in Reading (RE) and Special Education (SPE)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### READING (RE)

#### RE 1010. Power Reading (1).F;S.

This course is an elective course designed to provide college students with strategies and applied practice to read different types of texts as efficiently as possible. Effective readers must adjust and adapt their reading speed and strategies to fit the purpose of the reading. Students practice methods to scan and skim as well as reading comprehension strategies to help them when they need to read closely to retain more complex material. RE 1010 may be repeated for a total credit of two semester hours.

#### RE 2500. Independent Study (1-4).F;S.

#### RE 3030. Foundations of Literacy (3).F;S.

This course focuses on early reading and writing development (K-3). Students will explore critical issues of literacy acquisition, assessment, instruction, and intervention. Special attention will be given to effective methods for reading, writing, and word knowledge instruction, including materials, strategies, and organization to meet the needs of all learners. Selected assessment and instructional activities will be designed for implementation with elementary students during field placement experiences.

#### RE 3070. Media for Young People (3).S.

Survey of literature, films and television for adolescents; criteria for selection and use; methods of encouraging critical use of media by young people.

#### RE 3142. Language and Literature in the Elementary School (4). On Demand.

A study of communication skills in the elementary school curriculum with emphasis on language arts and children's literature. (Same as CI 3142.)

#### RE 3150. Language Arts in the Middle Grades (3).F.

A study of communication skills (speaking, reading, composition, and related components) where the language arts are viewed as the core of middle grades curriculum. Students learn how to design learning environments which promote meaningful engagement in developmentally appropriate communication skills. Emphasis is given to instructional activities that focus on a process approach to learning. This course includes internship experiences in professional development schools.

#### RE 3240. World Literature for Children (3).F;S.

Students will read and analyze translations and other children's books in English from countries around the world. Literary analysis of the books will form the basis for comparing and contrasting cultures, historical periods, and differing national worldviews of childhood. Other issues such as racism and sexism will also be examined. (Same as ENG 3240.)

#### RE 3500. Independent Study (1-4).F;S.

#### RE 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for total credit of three semester hours.

#### RE 3530-3549. Selected Topics (1-4). On Demand.



**RE 3900. Principles of Reading Instruction for the Classroom Teacher (3).F;S.**

This course is a major professional course which prepares teachers to teach reading in grades K-12. Knowledge objectives of the course focus on the developmental nature of language and reading ability, along with some major issues and instructional materials and practices associated with reading instruction. Performance objectives are designed to develop skills in (1) diagnosing individual differences, (2) setting goals and objectives for reading instruction, (3) evaluating reading behavior, (4) developing instructional strategies, and (5) utilizing resources for reading instruction. (This course may be used to meet licensure requirements for teachers in grades K-6, and in special education.)

**RE 3902. Emergent Literacy (3).F;S.**

This course prepares early childhood educators and reading specialists to understand and facilitate the literacy development of young children. Emphasis will be placed on oral language development, beginning reading and writing, and literature for the very young.

**RE 4030. Development of Literacy for Learning (3).F;S.**

This course further develops issues covered in RE 3030, Foundations of Literacy, with special attention to upper elementary grades (3-6). Topics explored in this course include reading comprehension and vocabulary development, instructional strategies to promote development in all language arts (reading, writing, listening, speaking, visually representing), and effective methods to integrate language arts across the curriculum. Several projects will be developed for implementation during the field experience to put into practice concepts and strategies learned in the course. Prerequisite: RE 3030, Foundations of Literacy.

**RE 4300. Literacy, Language, and Culture in Middle Grades Education (3).F.**

Prospective middle grades teachers will have the opportunity to learn about the foundational and current issues and methods of instruction regarding literacy education at the middle grades level. Emphasis is placed on the politics of language and identity, socio-cultural contexts for adolescent literacy development, diverse literacy learners, and effective instructional strategies. Students enrolled in the course learn to assess students' literacy needs and acquire knowledge of a range of practices that support the literacy development of young adolescents. Prospective middle grades teachers will work with cooperating public school teachers to plan and implement literacy strategies and assessments in middle grades classrooms. (Same as CI 4300.)

**RE 4620. Reading Instruction in the Middle/Junior and Senior High School (3).F;S.**

In addition to covering the content and skills presented in RE 4630, this course covers the following; (1) the developmental reading program, (2) organizing and administering the high school reading program, (3) reading interests and tastes, (4) providing reading instruction for special groups, (5) meeting needs of the individual reader.

**RE 4630. Reading in the Content Areas (2).F;S.**

This course prepares content area teachers to utilize reading as an instructional process in their classrooms. In addition, reading is used to gain perspective on broader learning processes. Course topics include: (1) classroom assessment procedures, including textbook evaluation and selection, and classroom diagnostic techniques; (2) accommodating individual differences; (3) general lesson and unit planning strategies; (4) focused instructional strategies, which include specific teaching activities for reading and learning. (This course may be used to meet licensure requirements for secondary (9-12) and special subject (K-12) teachers who teach subjects such as English, social studies, math, science, biology, health and physical education, sociology, geography, business, music, art, and so on.)

**RE 4640. Workshop in Teaching Reading (2).SS.**

**RE 4650. Linguistics and Reading (3).On Demand.**

Relates these areas of linguistics to the process of reading: phonetics, syntax, semantics, rhetoric and dialect.

**RE 4710. Diagnosis and Remediation of Reading Problems (3).F;S.**

Prepares students to administer and interpret commonly used informal reading tests and to plan appropriate instruction for different types of remedial readers.

**RE 4720. Diagnostic and Remedial Reading I (3).F;S.**

The course deals with commonly used reading tests and how to locate causes of reading difficulties and to prescribe corrective procedures for the severely disabled reader. Prerequisites: RE 3900, RE 4620 or RE 4710.

**RE 4730. Diagnostic and Remedial Reading II (3).F;S.**

Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: RE 4720.

**RE 4904. Field Experience (3).On Demand.**

Students register only by permission of the advisor in reading. Graded on an S/U basis.

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## SPECIAL EDUCATION (SPE)

**SPE 2500. Independent Study** (1-4).F;S.

**SPE 3000. Learner Diversity: Teaching English Language Learners** (3).F;S.

This course examines current literature and instructional practices related to working with English language learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion. (Same as CI 3000.)

**SPE 3100. Introduction to Special Education** (3).On Demand.

This course provides an overview of disabilities as well as the services available to persons with disabilities through special education in public schools and through other institutions, agencies, and professionals. For special education majors, this course is prerequisite to admission to the program.

**SPE 3104. Practicum I** (3).S.

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: consent of the instructor. Graded on an S/U basis. (Same as CI 3104/FCS 3104.)

**SPE 3105. Practicum II** (3).F.

*GEN ED: Junior Writing in the Discipline (WID)*

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisites: FCS 3104/CI 3104/SPE 3104 or permission of the instructor; and RC 2001 or its equivalent. Graded on an S/U basis. (Same as CI 3105/FCS 3105.)

**SPE 3274. Developmental/Educational Assessment: Birth-5** (3).S.

This course will introduce the basic concepts involved in formal and informal observation approaches and authentic assessment for infants, toddlers, preschoolers and families. Skills in observation, data collection, analysis of data, and uses of data will be developed. Service coordination and transdisciplinary intervention with families will be addressed. Cultural and experiential influences will be considered. Prerequisites: FCS 2101 and FCS 2104, or approval of the instructor.

**SPE 3300. Creating Inclusive Learning Communities** (3).F;S.

This course will prepare 21st century teacher education candidates in all disciplines and grade levels to create inclusive learning communities for all students. 21st century teacher education candidates will recognize and accommodate the individual needs of students from differing abilities, backgrounds, and cultures. The course will inform teacher education candidates of the legal requirements and issues, evaluation procedures, individualized instruction, assessment, and strategies for including students with disabilities and from diverse backgrounds in inclusive education environments, with an emphasis on Universal Design for Learning, self-determination, and assessing student progress. A grade of "C" (2.0) or higher must be earned. Forty (40) hours of field experiences are required. Prerequisites: CI 2300, FDN 2400, PSY 3010, and admission to teacher education.

**SPE 3310. Research and Issues in Special Education** (3).F;S.

This course is designed to explore a variety of current topics in the special education field and to guide students in selecting an area of interest. Students will complete an in-depth study of their area of interest to demonstrate depth of knowledge in a focused area of special education.

**SPE 3350. Characteristics, Theories, and Diagnosis of Students with Learning Differences: General and Adapted Curriculum** (3).F;S.

This is a course in the education of students with learning differences. This course studies the definition, identification, characteristics, and etiology of persons with learning differences. This course also includes current educational planning, programs, and theories related to the field.

**SPE 3360. Psychoeducational Strategies with Special Needs Learners: General and Adapted Curriculum (3).F;S.**

A survey of the psychoeducational management of children with disabilities in both the general and adapted curriculum. Emphasis is placed upon affective considerations, models of interventions, instructional planning, and classroom practices.

**SPE 3370. Introduction to Developmental Disabilities: General and Adapted Curriculum (3).F;S.**

This course is designed to introduce prospective teachers to students with developmental disabilities, including students with intellectual disability and students with autism spectrum disorders who also have an intellectual disability. The course will include definitions, etiology, prevalence, and characteristics of individuals with intellectual disabilities. Additionally, students in this course will investigate service delivery, roles of various professionals, current trends, and philosophies related to persons with intellectual disabilities. We will examine learning characteristics, instructional content, teaching strategies, assessment, instructional settings, legal issues, and ethics for students with intellectual disabilities.

**SPE 3374. Assessment in Special Education (3).F.**

The basic principles of assessment as they relate to referral and evaluation procedures. This course introduces a variety of standardized tests and scoring and interpretation procedures.

**SPE 3380. Assistive Technology in Special Education (3).F;S.**

This course provides an understanding of universal design for learning and assistive technology and application in instructional programs and life skills for students with disabilities. Students will learn to design appropriate instructional programs utilizing instructional and assistive technologies. Students will be provided with hands-on practice and demonstration of technologies that will enable them to consider, select, and implement effective technologies for their students in school, home, and community environments.

**SPE 3500. Independent Study (1-4).F;S.**

**SPE 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for total credit of three semester hours.

**SPE 3530-3549. Selected Topics (1-4). On Demand.**

**SPE 4205. Inclusion (3).F;S.**

This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 3100 or permission of the instructor. [Dual-listed with SPE 5205.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SPE 4215. Strategies for Teaching Mathematics to Students with Disabilities (3).F.**

The purpose of this course is to teach principles of remediation in mathematics to students with disabilities. Throughout the course, emphasis is placed on instructional modifications for establishing a remedial instruction program in mathematics. Students will become familiar with and implement scientifically-based instructional approaches.

**SPE 4225. Collaborative Relationships in Special Education (3).F.**

This course examines the following areas in special education: self-determination and Person Centered Planning; collaborating with families, employers and adult service providers; and transition and secondary special education issues. This course must be taken concurrently with SPE 4215, SPE 4405, SPE 4496, and SPE 4705 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4215, SPE 4410, SPE 4420, and SPE 4496 by students majoring in Special Education with a concentration in Adapted Curriculum K-12.

**SPE 4405. Strategies for Students with Disabilities: General Curriculum (3).F.**

This course provides information on cognitive and metacognitive strategies with emphasis on how to assess, plan, design, and implement strategies for K-12 students with disabilities. There is a focus on writing strategies instruction.

**SPE 4410. Individualized Assessment and Curriculum: Adapted Curriculum (3).F.**

This course examines current issues and methods related to assessment, personalized curriculum development, and the planning, implementation, and evaluation of instruction of students with moderate and severe disabilities. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12.

**SPE 4420. Methods for Students with Disabilities: Adapted Curriculum (3).F.**

This course is designed to examine scientifically-based methods for instruction and the implementation of these methods in the

planning and delivery of instructional and behavioral programs for students in special education.

**SPE 4430. Positive Behavior Supports: Adapted Curriculum (3).S.**

This course examines positive behavior supports and the behavioral interventions that are guided by functional assessment and focus on generalized outcomes. The skills learned in this course emphasize the use of a collaborative problem-solving process to develop individualized interventions that stress prevention and remediation of problem behaviors through the provisions of effective educational programming. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12, and must be taken concurrently with SPE 4495, SPE 4570, and SPE 4601.

**SPE 4495. Practicum I (3).S.**

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. Graded on an S/U basis.

*Practicum in General Curriculum:* Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

*Practicum in Adapted Curriculum:* Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

**SPE 4496. Practicum II (3).F.**

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. Prerequisite: SPE 4495, Practicum I. Graded on an S/U basis.

*Practicum in General Curriculum:* Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

*Practicum in Adapted Curriculum:* Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

**SPE 4497. Practicum III (3).On Demand.**

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. This course is to be taken only if students are completing both Adapted and General Curriculum program areas. Prerequisites: SPE 4495 Practicum I and SPE 4496 Practicum II. Graded on an S/U basis.

*Practicum in General Curriculum:* Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

*Practicum in Adapted Curriculum:* Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

**SPE 4553. Issues in Transdisciplinary Service Delivery (3).S.**

This seminar emphasizes the foundations for professional development, positive attitudes toward children and families, and the strong commitment toward continuous, life-long study of young children and their learning. Class discussions and assignments are designed to prepare B-K teachers to participate fully in interdisciplinary and transdisciplinary early childhood teams and to collaborate across agencies dealing with young children and their families. (Same as CI 4553/FCS 4553.)

**SPE 4556. Infant/Toddler Curriculum (3).F.**

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3274, or consent of the instructor. (Same as CI 4556/FCS 4556.)

**SPE 4570. Advocacy and Legislation in Special Education (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course provides information and practice related to the roles and responsibilities of professionals with regard to advocacy and legislative mandates, including the special education process and individual education programs. Prerequisite: RC 2001 or its equivalent.

**SPE 4592. Medical Aspects of Disability (3). On Demand.**

This course includes a survey of major physical disabilities including cardiovascular disease, diabetes, AIDS, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology and in prescribing comprehensive treatment.

**SPE 4601. Classroom Management and Positive Behavior Supports (3).F.**

This course will prepare prospective special educators with the skills necessary to support learning through the management and improvement of student behavior. This course provides a study of classroom management techniques and intervention strategies with all students. Positive Behavior Support is a technique for addressing student problem behavior and teaching appropriate replacement behaviors along the hierarchy ranging from generalized school-wide populations to individualized interventions.

**SPE 4602. Preschool Curriculum and Instruction (3).F.**

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3274 or consent of the instructor. (Same as CI 4602/FCS 4602.)

**SPE 4680. Kindergarten Curriculum (3).F.**

Designed for both birth-kindergarten and elementary education majors, this course provides information on the history of the kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as CI 4680/FCS 4680/SPE 4680.)

**SPE 4700. Introduction to the Teaching–Family Model (3). On Demand.**

An introduction to the philosophy and implementation of the teaching–family model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of the emotionally disturbed and delinquent youth. [Dual-listed with SPE 5700.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SPE 4705. Methods for Students with Disabilities: General Curriculum (3).F.**

This course addresses scientifically-based methods used in the implementation of the general curriculum, K-12.

**SPE 4900. Student Teaching in Special Education (6 OR 12).F;S.**

*GEN ED: Capstone Experience*

Teaching experiences under supervision for one semester for students planning to teach special needs students in grades K-12. Graded on an S/U basis.

# The College of Fine and Applied Arts

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## The College of Fine and Applied Arts

Phyllis R. Kloda, Dean

Kern D. Maass, Associate Dean

In cooperation with other colleges of the University, the College of Fine and Applied Arts strives:

1. To provide for varied interests, desires, needs, and abilities of students
2. To provide a liberal education for all Appalachian students
3. To expand cultural horizons and develop appreciation of ethical and aesthetic values
4. To prepare students for certain professions
5. To prepare students for entrance into certain professional schools
6. To provide sound foundations for students capable and desirous of advanced study
7. To prepare students for graduate study and research

### Departments

The College of Fine and Applied Arts consists of the following six departments:

Applied Design	Military Science and Leadership	Sustainable Technology and the Built Environment
Art	Sustainable Development	Theatre and Dance
Communication		

**NOTE:** *Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

### Degrees Offered

The College of Fine and Applied Arts offers Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees. In cooperation with the Reich College of Education, it offers the Bachelor of Fine Arts degree with teacher licensure in Art Education (K-12) and a Bachelor of Arts in Theatre Arts with a concentration in Theatre Education.

To be admitted to the College of Fine and Applied Arts as a candidate for a baccalaureate degree, a student must have:

1. Completed at least 30 semester hours
2. A grade-point average of at least 2.0
3. Obtained credit for RC 1000 or an equivalent course and obtained credit for or be currently enrolled in UCO 1200 or an equivalent course
4. Been accepted by a department in the College as a major in that department
5. Students moving from University College to the degree-granting department must check with the departmental office for the purpose of being assigned a faculty advisor.

A student who is a candidate for a teaching license must be admitted to the teacher education program through the Office of the Dean in the Reich College of Education.

Calculation of the GPA (grade-point average) in the MAJOR is figured by using only those courses listed under the "MAJOR REQUIREMENTS" section of each program of study. The repeat rule is observed.

### Advisement

Advisement for the College of Fine and Applied Arts is available through each department within the College. Students may also use DegreeWorks, Appalachian's online degree audit, for tracking major and minor requirements.

### Bachelor of Arts Degree

To earn a Bachelor of Arts degree in the College of Fine and Applied Arts, students must meet the following requirements:

1. Completion of at least 122 semester hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements
3. Completion of six semester hours of a second year of foreign language or higher. The Department of Languages, Literatures, and Cultures places students at the level at which they are prepared to perform regardless of previously earned units.
4. Completion of a major consisting of no more than a total of 46 semester hours from one of the departments listed below:

*Art, Theatre and Dance*

Students in Art must have a 2.00 grade-point in each ART course required in the major. Students in Theatre and Dance must have an overall 2.00 grade-point average in the major; however, a grade of "B-" minimum is required in certain courses depending upon concentration chosen (see the program of study for specific requirements). Transfer students must



## The College of Fine and Applied Arts

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complete at least eighteen semester hours of work in their major at Appalachian.

*Specific requirements for each departmental major preface the list of courses offered by the department.*

5. Completion of a minor consisting of 12 to 25 semester hours from a department other than the Departments of Leadership and Educational Studies; and Human Development and Psychological Counseling. Transfer students must complete at least 9 s.h. in their minor at Appalachian. The choice of a minor should be made under the guidance of the student's advisor.

*Specific requirements for each departmental minor preface the list of courses offered by the department.*

6. Completion of electives to total 122 semester hours
7. Completion of residency requirements
8. Compliance with regulations concerning the settlement of all expense accounts
9. Recommendation of the faculty
10. Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation, including for admission to student teaching.

Meeting graduation requirements is the student's responsibility.

Students pursuing the B.A. degree are advised to refer to the section in this *Undergraduate Bulletin* entitled "Credit Limitations" which apply to that particular degree.

A candidate for the Bachelor of Arts degree may qualify for a teacher's license by admission to professional education courses through the Office of the Dean in the Reich College of Education and by completing all academic and professional educational requirements for licensure.

### Bachelor of Fine Arts Degree

1. Completion of at least 122 semester hours with a cumulative grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements
3. Completion of a major as described by the Department of Art
4. Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation, including for admission to student teaching.

Students in Art must have a minimum 2.00 grade-point in each ART course required within the major.

*Specific requirements for this degree preface the list of courses offered by the department.*

### Bachelor of Science Degree (without teacher licensure)

To earn a Bachelor of Science degree in the College of Fine and Applied Arts, students must meet the following requirements:

1. Completion of at least 122 semester hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of the general education requirements
3. Completion of a major as described by the various departments offering Bachelor of Science degree programs without teacher licensure:

*Applied Design; Art; Communication; Sustainable Development; Sustainable Technology and the Built Environment*

Students must have at least a 2.00 grade-point average on all work in the major. Transfer students must complete at least eighteen semester hours of work in their major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian.

*Specific requirements for each department major preface the list of courses offered by the department.*

4. Completion of a minor consisting of 12 to 25 semester hours (unless otherwise designated) (Transfer students must complete at least nine semester hours in their minor at Appalachian.) The choice of a minor should be made under the guidance of the student's advisor.

*Specific requirements for each departmental minor preface the list of courses offered by the department.*

5. Completion of electives to total 122 semester hours
6. Completion of residency requirements
7. Compliance with regulations concerning the settlement of all expense accounts
8. Recommendation of the faculty

Meeting graduation requirements is the student's responsibility.

### Internships

Opportunities are available for students to become involved in internships associated with the academic disciplines represented by all the departments in the College of Fine and Applied Arts. These internships provide students with on-the-job experiences in many

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## **The College of Fine and Applied Arts**

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areas of endeavor and allow them to earn academic credit which is applicable toward their degree. Students interested in pursuing this valuable educational opportunity should contact either their departmental advisor or the departmental office. Consult the catalog statement which describes the student internship program.

## Department of Applied Design (AD)

*Brian F. Davies, Chair*

*Mitzi Cook*

*Donald Corey*

*Garner G. Dewey*

*David H. Domermuth*

*Richard A. Elaver*

*Hessam Ghamari*

*Kern Maass*

*Jeanne Mercer-Ballard*

*Nancy Oliver*

*Margot A. Olson*

*Richard S. Prisco*

*J. Alex Poorman*

*Michael A. Rall*

*Anthony Wilson*

The Department of Applied Design is dedicated to fostering excellence in design education, design research, and professional placement. The Department balances theoretical and pragmatic approaches while exploring an awareness of the impact of design decisions on the global community. Sustainability and ethical responsibility are integrated as part of a holistic approach to creative problem solving.

The mission of the Department of Applied Design is to provide an educational foundation that prepares students to enter the design profession and become leaders in the design community.

The Department of Applied Design offers the following undergraduate degree programs:

Bachelor of Science degree in Apparel Design and Merchandising

Bachelor of Science degree in Industrial Design

with concentrations in Furniture Design or Product Design

Bachelor of Science degree in Interior Design

### **The Bachelor of Science degree in Apparel Design and Merchandising (710A/19.0901)**

The Apparel Design and Merchandising program educates and prepares students with the skills necessary for the process of apparel product development from concept to consumer including design, production, distribution, marketing, and merchandising apparel and textile products. The comprehensive curriculum provides students with instruction, studio experiences, guest speakers and field study trips. In addition an internship is required. A minor in Marketing is obtained through the Walker College of Business. An alternate minor may be chosen in consultation with and approval by the program coordinator in Apparel Design & Merchandising. A minimum grade of "C" (2.0) is required in each major requirement and an overall cumulative 2.0 GPA is required to graduate.

The program of study is available at: [www.programsofstudy.appstate.edu/apparel-design-and-merchandising-bs-710a-2016-2017](http://www.programsofstudy.appstate.edu/apparel-design-and-merchandising-bs-710a-2016-2017)

### **Sophomore Portfolio Review for Apparel Design and Merchandising students**

In order to support the professional orientation of the program and to assist the student in an appropriate career choice, all Apparel Design and Merchandising majors must participate in the Sophomore Portfolio Review at the end of their sophomore year for admittance into the upper-level courses.

A. Apparel Design and Merchandising students must complete the following sequence of courses prior to the Sophomore Portfolio Review:

1. INT 1001 Visual Literacy I
2. INT 1002 Visual Literacy II
3. ADM 1000 Apparel and Consumer Behavior
4. ADM 1200 Illustration I
5. ADM 2000 Consumer Textiles
6. ADM 2010 Survey of Fashion Merchandising
7. ADM 2020 Illustration II
8. ADM 2030 Apparel Design Studio I

B. At the completion of the courses, students will be asked to present a portfolio to the Apparel Design and Merchandising faculty. The portfolio will include ten examples from the above classes and other work deemed appropriate for the presentation. The portfolio should show a range of skills including:

1. Communicating design ideas through the use of a variety of mediums
2. Ability to construct apparel products
3. Ability to use related computer programs
4. Ability to work with a variety of materials
5. Showing form sensibility (Sophomore Portfolio Reviews will occur at the end of the spring semester)

C. Students who do not pass the Sophomore Portfolio Review will be required to pursue one or more of several steps before reap-

plying to present the Sophomore Portfolio:

1. Consult with Apparel Design and Merchandising faculty to determine a plan for improvement of student's work
2. Take action identified in the consultation to build skills and knowledge, thus creating work for resubmission.
3. Redo the portfolio and reapply for the review procedure either one week later or on the first day of the fall semester
4. Consider a related major or field.

D. All transfer students who wish to be admitted into the upper-level (2000- 4000) apparel design and merchandising courses at Appalachian State University must complete either the Sophomore Portfolio Review or the Transfer Portfolio Review. To be considered for transfer credit for any ADM course, a portfolio of all work must be submitted and received prior to Reading Day of the Fall or Spring Semester prior to entering Appalachian State University. Without significant transfer credit in apparel design and merchandising courses, the Bachelor of Science degree in Apparel Design and Merchandising will generally take more than two years to complete.

## Industrial Design

The Industrial Design Program is a four year, professional degree that leads to a Bachelor of Science in Industrial Design. Students can choose from two areas of concentration; Furniture Design or Product Design. Both concentrations focus on design inquiry, creative problem-solving, user research, social and environmental concerns, and manufacturing requirements. Through industry collaborations and studio projects, students are challenged to develop a comprehensive knowledge base allowing them to compete professionally. Student work has been recognized and shown at; Greener Gadgets finalists, Dwell on Design, Designboom Mart participants in Copenhagen, High Point Furniture Market, ICFF, the Milan Furniture Fair and won the national Creative Juice Completion sponsored by Google.

## Facilities

The program is housed in a 12,000 square foot facility within the Department of Applied Design and is part of the College of Fine and Applied Arts. The program facilities are comprised of dedicated studio space, computer labs and material exploration facilities supporting a woodworking lab, metal fabrication lab, plastic working area, ceramics lab, welding facility, spray booth, CNC lab and rapid prototyping equipment.

**The Bachelor of Science degree in Industrial Design (576\*/50.0404)** has two concentrations, one in Furniture Design, and the other in Product Design. Students lacking proficiency in word processing, spreadsheets, internet, and email must take an introductory computer course.

### **The Bachelor of Science degree in Industrial Design with a concentration in Furniture Design (576B)**

The program of study is available at: [www.programsofstudy.appstate.edu/industrial-design-bs-furniture-design-576b-2016-2017](http://www.programsofstudy.appstate.edu/industrial-design-bs-furniture-design-576b-2016-2017)

### **The Bachelor of Science degree in Industrial Design with a concentration in Product Design (576C)**

The program of study is available at: [www.programsofstudy.appstate.edu/industrial-design-bs-furniture-design-576b-2016-2017](http://www.programsofstudy.appstate.edu/industrial-design-bs-furniture-design-576b-2016-2017)

## Sophomore Portfolio Review for Industrial Design Students

To support the professional orientation of the industrial design major and to assist the student in an appropriate career choice, all industrial design students must participate in the Sophomore Portfolio Review at the end of their sophomore year for admittance into the upper-level courses and to complete the industrial design curriculum.

A. Industrial design students must complete the following sequence of courses for the industrial design major with a concentration in either Furniture Design or Product Design before the Sophomore Portfolio Review:

1. INT 1001 Visual Literacy I
2. INT 1002 Visual Literacy II
3. IND 1010 CADD I: Imaging
4. IND 2012 Product Design
5. IND 2120 Materials and Processes I
6. IND 2201 Design Drawing I
7. IND 2421 Preliminary Design Studio

B. At the completion of the courses, students will be asked to present a portfolio to the industrial design faculty. The portfolio will include five examples from the above classes and other work deemed appropriate for the presentation. The portfolio should show a range of skills including:

1. Drawing ability
  2. Craftsmanship of physical models
  3. Knowledge of computer programs
  4. Knowledge of different materials
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5. Show form sensibility (Sophomore Portfolio Reviews will occur at the end of the spring semester)

C. Students who do not pass the Sophomore Portfolio Review will be required to pursue one or more of several steps before reapplying to present the Sophomore Portfolio:

1. Consult with Apparel Design and Merchandising faculty to determine a plan for improvement of student's work.
2. Take action identified in the consultation to build skills and knowledge, thus creating work for resubmission.
3. Redo the portfolio and reapply for the review procedure either one week later or on the first day of the fall semester.
4. Consider a related major or field.

D. All transfer students admitted into the upper-level (3000- 4000) industrial design courses at Appalachian State University must complete either the Sophomore Portfolio Review or the Transfer Portfolio Review. To be considered for transfer credit for any IND course, a portfolio of all work must be submitted and received prior to Reading Day of the Fall or Spring Semester prior to entering Appalachian State University. Without significant transfer credit in industrial design courses, the Bachelor of Science degree in Industrial Design will generally take four years to complete.

## Interior Design

The Interior Design Program is a four-year, professional degree program that leads to a Bachelor of Science in Interior Design. Our curriculum provides an educational foundation that prepares students to enter the interior design profession and positions the student to seek professional status through the National Council for Interior Design Qualification (NCIDQ) exam as well as state-specific licensure. The program combines lecture and studio courses and is a balance of theoretical and pragmatic approaches. Environmental responsibility in design is a focus of the program and is woven holistically throughout the curriculum. The program is located within the Department of Applied Design in the College of Fine and Applied Arts. The program is accredited by the Council for Interior Design Accreditation (CIDA) and by the National Association of Schools of Arts and Design (NASAD).

### The Bachelor of Science degree in Interior Design (550A/50.0408)

The program of study is available at: [www.programsofstudy.appstate.edu/interior-design-bs-550a-2016-2017](http://www.programsofstudy.appstate.edu/interior-design-bs-550a-2016-2017)

### Freshman Portfolio Review for Interior Design Students

To support the professional orientation of the interior design major and to assist the student in an appropriate career choice, all interior design students must participate in the Freshman Portfolio Review at the end of their freshman year for admittance into the upper-level courses and to complete the interior design curriculum.

A. Interior design students will complete the following sequence of courses for the interior design major before the Freshman Portfolio Review:

1. INT 1001 Visual Literacy I
2. INT 1002 Visual Literacy II
3. INT 1100 Interior Design Studio I
4. INT 1300 Design and the Built Environment
5. IND 1010 CADD I: Imaging

B. At the completion of the courses, students will be asked to present a portfolio to the interior design faculty including:

1. Selected examples from the above classes and other work deemed appropriate for the presentation
2. A career goal statement plus individual evaluation of strengths and areas needing improvement by the student. Only students who have passed the Freshman Portfolio Review will be admitted to the upper-level courses (2000-4000) of the design curriculum. Freshman Portfolio Reviews will occur at the end of the Spring Semester. Passing the portfolio review allows a student a seat in the studio sequence beginning the following fall semester and does not guarantee a seat for deferral or future delays in proceeding. The student must consult with the program coordinator regarding any desire to defer proceeding the following fall.

C. Students who do not pass the Freshman Portfolio Review will be required to pursue one or more of several steps before reapplying to present the Freshman Portfolio:

1. Consult with interior design coordinator to determine a plan for improvement of student's work
2. Take action identified in the consultation to build skills and knowledge, thus creating work for resubmission
3. Redo the portfolio and reapply for the review procedure. Students may resubmit to the next Freshman Portfolio Review ONE TIME ONLY
4. Consider a related major or field.

D. All transfer students who wish to be admitted into the upper-level (2000- 4000) interior design courses at Appalachian State University must complete either the Freshman Portfolio Review or the Transfer Portfolio Review. To be considered for transfer credit

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for any INT course, a portfolio of all work must be submitted and received prior to Reading Day of the Fall or Spring Semester prior to entering Appalachian State University. Without significant transfer credit in interior design courses, the Bachelor of Science degree in Interior Design will generally take four years to complete.

## Undergraduate Minors in the Department of Applied Design

**A minor in Apparel Design and Merchandising (710/19.0901)** (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/apparel-design-and-merchandising-minor-710-2016-2017](http://www.programsofstudy.appstate.edu/apparel-design-and-merchandising-minor-710-2016-2017)

## Courses of Instruction in Apparel Design and Merchandising (ADM), Industrial Design (IND), and Interior Design (INT)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### APPAREL DESIGN AND MERCHANDISING (ADM)

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#### **ADM 1000. Apparel and Consumer Behavior (3).F.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

An introductory study of the nature and importance of life styles; communication, economics, psychology, sociology, design and concepts of manufacturing, marketing and retailing as factors which influence consumer acceptance and utilization of fashions. Lecture three hours.

#### **ADM 1200. Illustration I. (3).F.**

An introductory course of manual and digital illustration skills especially for apparel design & merchandising majors. Emphasis will be given to fashion illustration figure proportions, scale, perspective, rendering apparel products, and illustration for technical design, product development, and production. This course is designed for the non-art student who may not have previous drawing experience. Lecture one hour, laboratory three hours.

#### **ADM 2000. Consumer Textiles (3).S.**

Consideration of textile fibers and fabrics from the viewpoint of the consumer. Factors related to raw materials, comparative quality, serviceability and cost of textiles used in apparel and home furnishings. Lecture two hours, laboratory two hours.

#### **ADM 2010. Survey of Fashion Merchandising (3).S.**

An introduction to and exploration of the fashion industry in which the interrelated nature, development, and operation of the textile and apparel industry within a fashion merchandising context is studied. Lecture three hours. Prerequisite: ADM 1200.

#### **ADM 2020 Illustration II (3).S.**

This course is an introduction to the development of a professional portfolio from concept to completion. The use of hand sketching and CAD (computer aided design) tools used in the illustration of apparel and/or apparel products for portfolio development will be emphasized. Lecture one hour, laboratory four hours. Prerequisites: ADM 1200, INT 1001, INT 1002.

#### **ADM 2030. Apparel Design Studio I (3).F;S.**

An introductory level course in professional apparel construction including cutting, sewing, finishing, and fit. Domestic and industrial equipment is used to produce practice samples and completed garments. Lecture one hour, laboratory four hours. Prerequisites: INT 1001, INT 1002. Prerequisite or corequisite: ADM 2000.

#### **ADM 2035. Sophomore Portfolio Review (0).S.**

The process of preparing and submitting the sophomore portfolio for faculty review. Students are required to pass the review for admittance to upper level courses. The portfolio represents the student's best course work to date. Prerequisites: INT 1001, INT 1002; ADM 1000, ADM 1200. Prerequisites/Co-requisites ADM 2000, ADM 2010, ADM 2020, ADM 2030 and declared major in Apparel Design and Merchandising. Graded on an S/U basis.

#### **ADM 2040. Apparel Design Studio II (3).S.**

Exploration of manual pattern making techniques for the apparel industry. Additional emphasis in the areas of intermediate to advanced construction techniques, selection of materials, and fitting the human form. Lecture one hour, laboratory four hours. Prerequisites: ADM 2030.

#### **ADM 3000. Styling for the Apparel Industry (3).F.**

Introduction to styling for the apparel industry with emphasis on tools and techniques for the promotion of individual and product branding. Lecture three hours. Prerequisites: ADM 2035, ADM 2040.



**ADM 3010. History of Apparel (3).F.**

A study of apparel worn by different people throughout history with emphasis on how social, political, and economic events have influenced the way people dress. The course will cover how historical trends influence current fashion and will provide the student a working knowledge of fashion terminology. Lecture three hours.

**ADM 3030. Apparel Design Studio III (3).F.**

Introduction to digital pattern making and production techniques for the apparel industry. Emphasis will be placed on 2D pattern development as well as 3D prototyping, using industry software. Additional topics include apparel production, technical design considerations, and marker making. Lecture one hour, laboratory four hours. Prerequisites: ADM 2035, ADM 2040.

**ADM 3040. Visual Merchandising, Display and Promotion (3).S.**

A study of visual merchandising and promotion within the context of the fashion industry. Creative opportunities are provided to develop skills through individual and group promotional activities and projects. Lecture two hours, laboratory two hours. Prerequisites: ADM 2035 and ADM 2040.

**ADM 3500. Independent Study (1-4).On Demand.**

**ADM 3520. Instructional Assistance (1).On Demand.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**ADM 3530-3549. Selected Topics (1-4).On Demand.**

**ADM 4010. Sustainability in the Apparel Industry (3).S.**

Introduction to the many facets of the apparel industry that have had environmental, social, and economic impact; a presentation of practices, solutions, and innovations used in the industry currently to affect change; and an exploration of opportunities and possibilities that further cultivate sustainability all along the supply and use chain. Lecture one hour, laboratory four hours. Prerequisites: ADM 2035, ADM 2040.

**ADM 4020. Fashion Buying and Retail Math (3).F.**

This course provides the basics of financial merchandise management and decision making for profitable apparel, textile and retail businesses. Merchandise buying is viewed from a qualitative and quantitative perspective. Lecture three hours. Prerequisites: ADM 2035, ADM 2040, ADM 3040.

**ADM 4030. Apparel Design Studio IV (3).S.**

Interrelationship of historic costume, textile materials, design and fashion drawing and illustration as tools of apparel design and production. A study of apparel design and manufacturing processes. Lecture two hours, laboratory two hours. Prerequisites: ADM 2035, ADM 3030. Corequisite: ADM 4040.

**ADM 4040. Merchandising Management: Principles and Practices (3).S.**

An integrative approach to the role of merchandising management from a qualitative and quantitative perspective. Acquired merchandising concepts and principles are integrated and synthesized for the examination and exploration of the many aspects of merchandising management. Includes simulated management activities such as: case study and role playing. Lecture three hours. Prerequisites: ADM 4020. Corequisite: ADM 4030.

**ADM 4400. Professional Seminar (1).F.**

*GEN ED: Capstone Experience*

Prerequisites: senior level standing, completed 35 hours of ADM courses or approval of the major advisor; and RC 2001 or its equivalent. Should be completed before taking ADM 4900.

**ADM 4900. Internship (3-12).F;S;SS.**

*GEN ED: Capstone Experience*

Field experience or employment in apparel design and merchandising. Supervision and evaluation by the employer and the faculty member.

Prerequisites:

- A. 2.00 overall grade-point average
- B. College rank: juniors (60+ s.h.)
- C. Completed 35 semester hours of apparel design and merchandising courses including ADM 4400.
- D. Internship proposal fully approved

E. Major courses completed:

Apparel Design and Merchandising: ADM 1000, ADM 1001, ADM 2000, ADM 3002, ADM 3003, ADM 4004; ACC 2100; ECO 2030; MKT 3050

Graded on an S/U basis. Hours requirement for three credit hours is 120 hours with 40 hours required for each additional credit.

## INDUSTRIAL DESIGN (IND)

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**IND 1001. Technical Drafting (4).**On Demand.

Fundamentals of technical drafting including: lettering, sketching, instrument and CAD techniques, views and orthographic projection, pictorial drawing, dimensions, sections, and working drawings. Selected assignments from this course will be appropriate for inclusion in student portfolios. Lecture two hours, laboratory four hours.

**IND 1010. CADD I: Imaging (3).**F;S.

This course is a survey of Computer Aided Design and Drafting (CADD) software as it relates to Industrial Design. A focus will be placed on skill development of digital illustration and presentation techniques. Selected assignments from this course will be appropriate for inclusion in student portfolios. Lecture two hours, laboratory two hours.

**IND 2000. Sophomore Portfolio Review (0).**S.

The process of preparing and submitted the sophomore portfolio. Students are required to pass the review for admittance to upper level courses. The portfolio represents the student's best course work to date. Prerequisites: IND 1010, IND 2120; IND 2411 or IND 2421; RC 2001 or its equivalent; and declared major in Industrial Design. Graded on an S/U basis.

**IND 2004. Introduction to Metals Technology (3).**On Demand.

Experience-centered exploration into the sub-fields of metals technology with emphasis given to both the unique and supportive roles the metals industry plays in the total industrial scheme. Specific areas to be covered are: the nature and characteristics of metals, designing metals for manufacturing and production, layout techniques, bench metals, sheetmetal fabrication, fastening techniques, foundry, forging and heat treating. Lecture two hours, laboratory two hours.

**IND 2005. Wood Technology (4).**On Demand.

Introduction to woodworking with wood and the woods industry; care and use of basic woodworking tools and machines; processes and techniques involved in the planning, designing, jointing, shaping, and finishing of wood materials in the furniture industry. Lecture two hours, laboratory four hours. Prerequisite: IND 1001.

**IND 2008. Plastics Technology (3).** On Demand.

Introduction to materials and processes of the plastic industry. Laboratory experiences will include a variety of techniques and procedures utilizing these materials and processes. Lecture two hours, laboratory two hours.

**IND 2012. Product Design (3).**F;S.

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

This is an introduction to product design and problem-solving techniques. Emphasis is given to history of industrial design, methods for communicating design ideas, systematic design, product design specifications, corporate strategies in planning product innovations, fundamentals of materials and manufacturing processes used in the mass production of consumer products. Students will write multiple reports and give oral presentations throughout the semester. Selected assignments from this course will be appropriate for inclusion in student portfolios. Lecture three hours.

**IND 2110. Introduction to Fabrication (3).**F;S.

This course will be an introduction to different materials and how to process them. Included will be a discussion of characteristics and the nature of woods, metals, and plastics. In addition, students will be exposed to a variety of processing techniques for these materials. Studio six hours.

**IND 2116. Ceramic Technology (3).**F;S.

Exploratory experiences with ceramic materials that emphasize the application and forming processes for industrial use. Specific areas covered are: materials, construction, jiggering, slip casting, molding, tech. glazing, kilns, and firing tech. Lecture two hours, laboratory two hours.

**IND 2120. Materials and Processes I (3).**F.

This course is an introduction to different materials and how to process them. Discussion of characteristics and the nature of materials might include: woods, metals, plastics, rubbers, concrete, fibers and ceramics. In addition, students will be exposed to a variety of processing techniques for these materials. Studio six hours.

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**IND 2201. Design Drawing I (3).F;S.**

This course will introduce basic drawing principles and techniques as important tools for visual thinking and communication of design ideas. The primary emphasis will be on freehand sketching for quick ideation during problem-solving, though experimentation with different media will be encouraged. Studio six hours.

**IND 2211. Design Drawing II (3).On Demand.**

This course will introduce basic marker drawing principles and techniques as important tools for visual thinking and communication of design ideas. The primary emphasis will be on ballpoint and marker (Prismacolor or Pantone, etc.) rendering. Experimentation with different media will be encouraged (Prismacolor pencils, pastels, etc.). Lecture two hours, laboratory two hours. Prerequisite: IND 2201.

**IND 2222. Laboratory Management (1).F;S.**

Practical experience in facilities management and control. Including materials management, access regulation, machine functionality, material control, and safety. Prerequisites: IND 2120, Graded on an S/U basis. Laboratory two hours.

**IND 2301. Model Making (3).F;S.**

This course introduces students to wood shop equipment, machine shop equipment, mockup techniques, mold-making, thermoforming, painting, and finishing techniques. Quality, craftsmanship and shop safety are emphasized. The skills developed will provide students with the opportunity to create professional prototypes and visual tools to aid in their presentation/design development. Students are exposed to materials such as chipboard, wood, plastic and foam.

**IND 2311. Human Factors in Design (3).F.**

The study of human capabilities and the design of parameters to fit an environment, task or product. Topics include the range and application of human measurements and senses. The course also addresses ergonomic design and design for challenged individuals. Lecture three hours.

**IND 2321. Physical Principles for Designers (3).S.**

This course studies a broad array of physical principles useful for design. Topics include: heat transfer, thermodynamics, power mechanics, electronics and electricity, material science, strength of materials, statics, dynamics, and acoustics. The topics are covered as an overview with application examples. Students are expected to solve various design problems and give portfolio quality presentations to the class. Lecture two hours, laboratory two hours.

**IND 2401. History of Furniture Design (3).S.**

A seminar studying the history of furniture design from 3000 B.C. - present. As a survey of the development of furniture from antiquity to the present day, the course will examine furniture design within a broad context of social, political, economic, and technical perspectives exclusive to each historical period. Lecture three hours.

**IND 2402. Survey of Contemporary Design (3).On Demand.**

This course examines design in the late 20th and 21st century; such as furniture, architecture, interiors, textiles, lighting, product, and fashion. Testimony from forward-thinking design figures, international fairs, museum exhibits, and the influence of new materials and technologies; Culminating in the exploration of dominant themes driving design today. Lecture three hours.

**IND 2411. Introduction to Design Studio (3).F;S.**

Product design studio is an integral aspect of the educational process of a designer. This course will allow students the opportunity to experience the process and methodology associated with studio projects. Successful students will complete a series of design projects where they develop concepts from ideas to fully realized models. Prerequisites: INT 1001, INT 1002, and IND 2201. Studio six hours.

**IND 2421. Preliminary Design Studio (3).F;S.**

Product design studio is an integral aspect of the educational process of a designer. This studio based course offers students the opportunity to experience the process with furniture based projects. Successful students complete a series of design projects focused on furniture related topics. Design concepts are generated, developed, and clarified in a process that moves from schematic studies to detailed proposals to built works. Prerequisites: INT 1001, INT 1002, and IND 2201. Studio six hours.

**IND 2901. CADD II: Free Modeling (3).F;S.**

This course is an in-depth exploration of Computer Aided Design and Drafting (CADD) software as used in free modeling applications. Units will include: layout and construction methods, perspective, finished illustration techniques and an introduction to animation. Lecture two hours, laboratory two hours. Prerequisite: IND 1010 or permission of the instructor.

**IND 3004. Welding (3). On Demand.**

This course covers information about welding safety, equipment, materials, and applications of arc, oxy-acetylene, and inert gas

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techniques to include typical welding positions and welding ferrous and nonferrous metals. Lecture one hour, laboratory four hours. Prerequisite: IND 2110 or IND 2120.

**IND 3025. Advanced Wood Technology (4).** On Demand.

Advanced machine tool operations, furniture construction, and a study of general materials used in the furniture industry. Lecture two hours, laboratory four hours. Prerequisite: IND 2005.

**IND 3054. Metals Technology (3).** On Demand.

An in-depth, experience-centered examination of metal processing techniques. This course concentrates on advanced machine and non-machine metal manufacturing techniques. Emphasis will be placed on individual problem solving. Lecture two hours, laboratory two hours. Prerequisite: IND 2004.

**IND 3100. Furniture I (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course takes an in-depth approach to research, sketching, and drawing to give students insight into furniture types, elements, and construction. This insight may be utilized to help focus further research and design, culminating in construction documents and renderings. Prerequisites: IND 2000, IND 2401, RC 2001 or its equivalent. Studio six hours.

**IND 3120. Materials and Processes II (3).F;S.**

This course is an advanced investigation into materials and techniques. Students are exposed to a variety of methods in a breadth of materials. Materials covered may include plastic, wood, metal and resins. Processes covered may include: rapid prototyping, computer numerical control, thermoforming, mold-making, casting, extrusion, injection and blow molding. Topics discussed may include: design for manufacturing, snap-fit design, design for disassembly, design for reuse, and the cradle to grave vs. cradle to cradle design theory. Studio six hours. Prerequisite: IND 2000.

**IND 3200. Furniture II (3).S.**

This course is a study of the construction practices commonly used by the furniture industry. Additionally, students will take an in-depth look at the techniques utilized in the construction and design of upholstered products. The knowledge obtained will be utilized to help focus further research and design, culminating in construction documents and a completely fabricated piece of furniture. Additional methods and processes addressed may include mock-ups, scale models, veneering, bent lamination, and finishing. Prerequisite: IND 3100. Studio six hours.

**IND 3500. Independent Study (1-5).F;S.**

Approved contract is required

**IND 3520. Instructional Assistance (1).On Demand.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

**IND 3525. In-Class Cooperative Experience (1-5).On Demand.**

With the supervision of an industrial design faculty member, students will work with industrial partners/clients on real projects to help them troubleshoot design issues, prototypes, models, and samples. Prerequisite: Approval of instructor.

**IND 3530–3549. Selected Topics (1–6). On Demand.**

**IND 3701. Product Design Studio I (4).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course will begin the more intensive development of a design process methodology for the design student. Communication of this process will be a primary focus through the documentation and presentation of all work throughout the semester. Students will have a series of design projects providing opportunities to explore various materials and processes, as well as addressing contemporary design issues and design theory. Potential projects may include furniture design, exhibit design, improving the ergonomics of existing products, and package design. Prerequisites: IND 2000, RC 2001 or its equivalent. Studio eight hours.

**IND 3711. Product Design Studio II (4).S.**

This course will continue the more intensive development of a design process methodology for the design student. Communication of this process will be a primary focus through the documentation and presentation of all work throughout the semester. Students will have a series of design projects providing opportunities to explore various materials and processes; as well as addressing contemporary design issues and design theory. Potential projects may include intermediate furniture design, exhibit design, improving

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the ergonomics of existing products and package design. Prerequisite: IND 3701. Studio eight hours.

**IND 3901. CADD III: Parametric Modeling (3).S.**

This course is an in-depth exploration of Parametric Computer Aided Design and Drafting (CADD) and its application in industrial design. Units will include: advanced 3D construction techniques, constraints, assembly modeling, finite analysis and document development. Lecture two hours, laboratory two hours. Prerequisites: IND 2000.

**IND 3911. Rapid Prototyping (3).On Demand.**

This class involves the study and practice of using computer aided design and drawing to interface with computer aided machining. The course presents the concepts of part positioning, machining reference datums, tooling, tool path, accuracy, and precision. Students are expected to design and produce finished parts for their design portfolios. Lecture two hours, laboratory two hours. Prerequisite: IND 2901.

**IND 4100. Furniture III (4).F.**

This course is an advanced investigation into designing with new materials and techniques for furniture. Discussions will focus on contemporary issues affecting the furniture design industry. Topics covered may include green design, trend materials, ready-to-assemble or knock-down, and packaging. Prerequisites: GRA 3102, IND 2120, IND 2201, IND 3120, IND 3200, and a declared major in Industrial Design. Studio eight hours.

**IND 4110. Furniture IV (4).S.**

*GEN ED: Capstone Experience*

This course is an advanced study of furniture design. Through the development of a systematic design methodology, students will undertake an in-depth approach to problem-solving for furniture design. Understanding and utilizing research as a primary tool, students will address specific design criteria and innovate for niche markets. Through the production of the actual working prototype, a further sense of how design functions as a tool will be achieved. In addition, this hands-on application will foster a greater knowledge of materials, the applied integration of CAD, and an appreciation for craftsmanship. Prerequisite: IND 4100. Studio eight hours.

**IND 4555. Contemporary Industrial Finishing (2). On Demand.**

Care and maintenance of finishing equipment; selection and use of spray equipment; preparation of the surface to be finished, staining and filling undercoating, top coating, oil finishes, application of simple and synthetic finishes. Lecture one hour, laboratory two hours. Prerequisite: IND 2005. [Dual-listed with IND 5555.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**IND 4557. Design for Manufacture (3).F.**

The theoretical design, development, and mass production of a manufactured product. To include market survey, design selection, prototype, construction, development of jigs and fixtures, and implementation of process planning and control systems. Lecture two hours, laboratory two hours. Prerequisite: IND 2000 [Dual-listed with IND 5557.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**IND 4565. Applied Furniture Design and Construction (4).On Demand.**

The study of traditional and contemporary furniture, and its importance, design, and construction procedures. The student may design and construct a piece of traditional or contemporary furniture. Lecture two hours, laboratory four hours. Prerequisite: IND 3025. [Dual-listed with IND 5565.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**IND 4576. Production Techniques in Industrial Crafts (3). On Demand.**

An analysis of functional design and production methods used in industrial crafts. Individual projects designed to employ various technical and mechanical methods of production to leather, ceramic, metals and combination of these craft materials. Lecture two hours, laboratory two hours. Prerequisite: IND 2116 or permission of the instructor.

**IND 4596. Design and Material Development for Industrial Crafts (3). On Demand.**

An analysis of the development processing, and finishing techniques used for ceramics, leather, and non-metal materials. Emphasis is on exploratory problems and the application of these materials to the design of industrial craft products. Lecture two hours, laboratory two hours. Prerequisite: IND 2116 or permission of the instructor.

**IND 4701. Product Design Studio III (5).F.**

The first semester of the senior design studio places higher expectations on the student's design process, as developed in IND 3711 (Product Design Studio II). Projects are research oriented, and documentation of the development of design ideas is paramount for successful completion of the course. Design research, as it can be applied to their upcoming senior design projects, is the focus toward the end of the semester. The subjects of design culture, the materiality of objects, product semantics and user-centered design are

among the research topics and points of discussion. Potential projects may include consumer electronics, toys, transportation, and housewares. Industry sponsored projects are often undertaken as well. Studio five hours. Prerequisite: IND 3711.

**IND 4711. Product Design Studio IV (5).S.**

*GEN ED: Capstone Experience*

The final semester of the product design studio sequence examines professional practice in the field of industrial design, professional ethics, available jobs, and opportunities for continued education. A fully executed design project is the primary focus of the semester, with the student using the research skills developed during the previous product design studios. Potential projects may include furniture design, exhibit design, consumer products, medical devices, and sporting goods. Passing a portfolio review is a requirement of this course. Studio five hours. Prerequisite: IND 4701.

**IND 4811. Professional Practice in Industrial Design (3).F.**

In this course, students prepare to enter their career field. Course topics may include the development of professional contacts, interviewing skills, portfolio development, and the preparation of résumés, press releases, and design contracts. Students develop a comprehensive package to prepare for employment based on improved skill sets and capabilities. In-class learning is augmented by site visits to manufacturing facilities and design offices in the area. Corequisite: IND 4701 or IND 4100.

**IND 4900. Internship (3-12).On Demand.**

Minimum 160 work hours. Prerequisites: Permission of Instructor. Graded on an S/U basis.

**INTERIOR DESIGN (INT)**

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**INT 1001. Visual Literacy I (3).F.**

Introduces fundamentals of 2D graphic communication through a variety of design projects. Investigates principles and elements of design through problem-solving methods. Introduces composition, lettering, layout, line quality, graphic representation and color theory. Lecture one hour, studio four hours.

**INT 1002. Visual Literacy II (3).S.**

Explores principles of three-dimensional design as they relate to client-based markets, addressing issues of form, space and the design process. Pertinent vocabulary and concepts involved in the creation and critique of three-dimensional, client-based, functional objects, products and spaces will be covered. The course introduces problem solving techniques through ideation, form studies and models. Prerequisite: INT 1001. Lecture one hour, studio four hours.

**INT 1100. Interior Design Studio I (3).S.**

Foundation studio course, explores the fundamentals of interior design including the design process, principles and elements. Investigates problem-solving techniques through a variety of small-scale two and three-dimensional projects. Introduces critical thinking, analysis and communicating volumetrically. Includes creative problem-solving, process drawing, quick sketching and rendering, and modelmaking. Provides exposure to green design and team design. Prerequisites: INT 1001. Corequisite: INT 1002 or permission of the instructor. Laboratory two hours.

**INT 1300. Design Matters (3).F.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

Design Matters provides a survey of the interdisciplinary design professions and their impact on culture and human behavior. The course will focus on why design matters to both the professional in the field and the consumer. Activities include review of case studies of a range of design solutions and discussions about interdisciplinary design methods and terms. Lecture three hours.

**INT 2001. Visual Literacy III (3).F.**

Explores various graphic communication methods by means of advanced drawing and presentation techniques. Investigates manual and digital three-dimensional pictorial views, design sketching, presentation drawings, perspective, delineation and rendering. Provides exposure to a variety of graphic communication media, color theory, and presentation methods. Prerequisites: INT 1002 and completion of the Freshman Portfolio Review, or permission of the instructor. Lecture one hour, studio four hours.

**INT 2100. Interior Design Studio II (3).F.**

Introductory studio, focuses on application of design principles and elements in shelter interiors. Provides exposure to universal design principles, special populations, green design, social responsibility, human factors, kitchen and bath standards and specifications. Emphasizes critical thinking, space planning, circulation, and spatial analysis. Typical projects may include small and medium-scale residential and multi-family interiors. Prerequisite: completion of the Freshman Portfolio Review. Studio six hours.

**INT 2110. Interior Design Studio III (3).S.**

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Intermediate-level studio, focuses on systems design. Explores problem identification, research, functional analysis, programming methods and space planning theory. Investigates codes, and the integration of building systems. Includes theories of circulation, systems, application of ergonomics, ADA, building codes, ceiling systems, and specifications. Typical projects may include medium-scale work, retail and exhibition spaces. Extends analytical and strategic thinking. Prerequisites: INT 2100 and must be a declared INT major. Studio six hours.

**INT 2200. Interior Design Systems I (3).S.**

Provides basic understanding of interior building products with focus on materials and finishes. Also includes systems furniture, architectural wall systems, and ceiling systems. Investigation and analysis of properties, selection criteria, costs, maintenance, specifications, codes, performance testing, sustainability, and life-cycle costing. Prerequisite: completion of the Freshman Portfolio Review or permission of the instructor. Lecture three hours.

**INT 2300. History of Interior Design and Architecture I (3).F.**

Explores history of interiors, architecture, and materials from prehistoric (ancient) times to the Industrial Revolution. Includes residential and commercial spaces. Provides exposure to multi-cultural issues in design. Prerequisite: completion of the Freshman Portfolio Review or permission of the instructor. Lecture three hours.

**INT 2310. History of Interior Design and Architecture II (3).S.**

Explores history of interiors, architecture, graphic and industrial design, and materials from the Industrial Revolution to the present. Includes residential and commercial spaces. Provides exposure to multi-cultural issues in design. Prerequisite: completion of the Freshman Portfolio Review or permission of the instructor. Lecture three hours.

**INT 2330. Kitchen and Bath Workshop (3). On Demand.**

Use of the National Kitchen and Bath Association Guidelines in the design and evaluation of kitchens and baths. Incorporates universal and green design concepts into space planning and specification of products for kitchens and bath design. Explores ergonomic and anthropometric research for decision-making. Emphasis primarily on residential applications. Prerequisite: INT 2100 or permission of the instructor. Lecture two hours, studio two hours.

**INT 2400. Interior Design Sophomore Field Study (0).On Demand.**

Travel, tours and study of areas of interest within the interior design profession. Manufacturers, design firms, showrooms and museums are typical destinations. Attendance and overnight stays required. Graded on an S/U basis. Prerequisite: completion of the Freshman Portfolio Review or permission of the instructor.

**INT 2500. Independent Study (1-4).F;S.**

Approved contract is required.

**INT 3001. Architecture and Design Internship Workshop (1).F.**

Emphasizes study and preparation for the design workplace experience including internship requirements and objectives. Provides discussion of procedural and ethical concerns and preparation for the interview process. Includes research, goal-setting, design and creation of application materials and portfolio. Prerequisite: completion of the Freshman Portfolio Review or permission of the instructor. Lecture one hour.

**INT 3005. Interior Design Studio IV (3).F.**

Intermediate-level studio, focusing on global design in commercial environments. Course provides application of human environmental studies, multi-cultural studies, advanced graphics, space planning, lighting and green design. Typical projects may include hospitality facilities (hotels, resorts, restaurants), branding and consumer studies, and retail. Prerequisite: INT 2110. Studio six hours. (SPEAKING) (Global Learning Opportunity course)

**INT 3105. Interior Design Studio V (3).S.**

An advanced studio which focuses on problem-solving skills related to collaborative design. The course further develops concept writing, process drawing, space planning, design development, detailing, and green design understanding. Typical projects may include medium-scale healthcare and socially conscious design/service-based learning for non-profits. Prerequisite: INT 3005. Studio six hours.

**INT 3200. Interior Design Systems II (3).F.**

Explores ambient interior systems such as lighting, acoustics and indoor environmental quality (IEQ). Includes basic principles of illumination, exploration of light sources, identification, terminology, analysis, calculations, graphic representation and documentation to effectively communicate lighting design, acoustics and IEQ. Prerequisite: INT 2200 or permission of the instructor. Lecture three hours.

**INT 3320. Environment and Human Behavior (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Explores interrelationships between human behavior and the built-environment. Emphasizes synthesis of empirical research, analysis, mapping, design guidelines, programming, written documentation, and post-occupancy-evaluations. Study may include proxemics, human factors, social behavior, stressors and other prominent areas of research. Analysis may include residential or commercial spaces. Current topics may include placemaking, global issues, culture, defensible space. Prerequisites: completion of the Freshman Portfolio Review and RC 2001 or its equivalent. Lecture three hours.

**INT 3500. Independent Study (1-4).F;S.**

Approved contract is required.

**INT 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

**INT 3530-3549. Selected Topics (1-4). On Demand.**

**INT 3551. Technical Assistant (1).F;S.**

A supervised, meaningful, planned and evaluated laboratory assistant experience. Students enrolled in this course will act as instructional aides within various interior design courses. Graded on an S/U basis. Prerequisite: completion of the Freshman Portfolio Review or permission of the instructor.

**INT 4100. Interior Design Studio VI (4).F.**

Advanced studio. May include programming and client issues, complex topics with professional documentation, focus on green design and advanced problem solving. Typical projects may include competition scenarios from varied sources. Prerequisite: INT 3105. Studio eight hours.

**INT 4108. Studio VII Pre-Design (2).F.**

This course focuses on pre-design phases for the senior project. Content may include project proposals, comprehensive research, programming, codes analysis, project management, site analysis, building identification and other pre-design issues. The course stresses the importance of pre-design work in the overall design process, with emphasis on current periodicals, references and literature. Prerequisite: INT 3105. Lecture two hours.

**INT 4110. Interior Design Studio VII (4).S.**

Final in a series of studios focusing on in-depth individual interior design projects. Emphasizes research, programming, comprehensive design, documentation and detailing. Typical projects may expose students to historic preservation, adaptive reuse issues, green design and incorporates advanced technical, analytical and theoretical problem-solving methods. Prerequisite: INT 4100. Corequisite: INT 4320. Studio eight hours.

**INT 4301. Current Issues in Interior Design (1).On Demand.**

Explores current issues and trends in interior design. Emphasizes synthesis of research and critical thinking for creative problem-solving. Topics vary from year to year. May be repeated for credit when content does not duplicate. Prerequisite: INT 3105. Laboratory two hours.

**INT 4320. Professional Practices in Design (2).S.**

Explores issues and ethics of interior design professional practice. Includes discussion of legal certification, professional organizations, and NCIDQ examination. Provides advanced study of professional standards, codes and specifications. Corequisite: INT 4110. Lecture two hours.

**INT 4330. Construction Documents and Detailing (2).S.**

Explores methodology of developing a comprehensive set of construction documents for commercial interior design projects using CAD as a production tool. Emphasizes drawing and document standards for plans, elevations, schedules, details and specifications in accordance with professional practice. Prerequisite: INT 2110. Studio four hours.

**INT 4400. Interior Design Senior Field Study (1). On Demand.**

Travel, tours and study of areas of interest within the interior design profession. Metropolitan areas, manufacturers, design firms, showrooms and museums are typical destinations. Attendance and overnight stays are required. Barring duplication of content, a student may repeat INT 4400 twice for a total credit of three semester hours with permission of the instructor. Graded on an S/U basis. Prerequisite: INT 2110 or permission of the instructor.

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**INT 4900. Internship** (4).SS.

*GEN ED: Capstone Experience*

Prerequisites: all 3000-level interior design coursework. Graded on an S/U basis.

## Department of Art (ART)

*Clifton Meador, Chair*

*Jim A. Toub, Assistant Chair*

*A. Bailey Arend*

*Eli Bentor*

*Brian E. Bookwalter*

*Andrew Caldwell*

*John R. Craft*

*Christopher M. Curtin*

*April V. Flanders*

*Frankie Flood*

*George B. Glisan*

*Michael Grady*

*Victoria Grube*

*Brooke Hofsess*

*Kevin R. Howell*

*Jeana E. Klein*

*John S. Latimer*

*Hui Chi Lee*

*Taekyeon Lee*

*Scott P. Ludwig*

*Maurice Meilleur*

*(Ara) Ed Midgett*

*Gary M. Nemcosky*

*Mark L. Nystrom*

*Ila S. Prouty*

*Thomas M. Reeves*

*Alyssia J. Ruggiero*

*Jody M. Servon*

*John Stephenson*

*Lisa M. Stinson*

*Tricia Treacy*

*Mira Waits*

*Heather L. Waldroup*

*Joshua White*

*Chip Williams*

*Yu-Ju Wu*

The purposes of the Department of Art are: (1) to provide instruction and to promote co-curricular activities which prepare students for careers in the visual arts such as teaching, exhibitions, graphic design, photography, the graphic arts, or an arts related field such as arts management; (2) to provide instruction and training in the intellectual and technical skills necessary for design and studio art production; (3) to promote informed understanding of the value of art and design in contemporary and in historical cultures; (4) to cultivate students' abilities to think creatively and critically when both producing and responding to visual art; (5) to provide instruction and co-curricular activities in the visual arts as a component of the general education program; and (6) to contribute creative work and scholarship to the University community, the arts professions and to society in general.

### Admission into Majors in the Department of Art

The following degree programs require a portfolio review: BA in Art and Visual Culture with a concentration in Studio Art, BFA in Studio Art, BFA in Graphic Design and the BFA in Art Education (K-12).

The following degree programs do not require a portfolio review: BA in Art and Visual Culture with concentrations in Art History and Art Management.

The Department of Art seeks to enroll the most capable and motivated young artists and designers in its degree programs. Admission is limited and highly competitive. The portfolio indicates the student's preparedness for entry into the department's rigorous and demanding studio-based curricula. It shows the applicant's aptitude for visual expression and demonstrates technical skills that have been acquired in the art and design.

Portfolio review by the Department of Art is independent of the University Admissions process. Portfolios are reviewed three times each year - on the last Wednesday of October and March and the first Wednesday in July. Artwork in any media may be included in the portfolio. Details for portfolio submission are available on the department website: [www.art.appstate.edu/portfolioreview.php](http://www.art.appstate.edu/portfolioreview.php)

Students without a portfolio or those who do not pass the review are encouraged to enroll in studio classes that will assist them in developing their portfolios prior to a second portfolio submission. It is recommended that students apply to the review during or at the end of the first year.

Students who have successfully passed the portfolio receive priority enrollment in all art classes including all 1000 and 2000 level studio classes. Portfolio approval is a key requirement for declaring a major in Art and for enrolling in intermediate and advanced studio courses.

Applicants to the degree program in Art Management and Art History are not required to submit a portfolio in order to declare a major in these areas. Should a declared Art Minor wish to change to major in one of the areas mentioned above, and thereby gain access to upper division courses, the portfolio requirement would be in effect.

Newly admitted freshmen and transfer students are strongly advised to attend the Department of Art meeting scheduled during freshmen and transfer orientation sessions where additional important information is given to all prospective art majors.

GRAPHIC DESIGN CANDIDACY PORTFOLIO REVIEW (For admittance into the Bachelor of Fine Arts degree in Graphic Design): Art majors seeking the Bachelor of Fine Arts degree in Graphic Design must submit their work to the candidacy portfolio review in order to gain entrance into the BFA Graphic Design program. This second review usually occurs during a student's third semester at Appalachian (possibly earlier for transfer students), after the Department of Art's Portfolio Review and completion of ART 1001, ART 1002, ART 1003; ART 1102; ART 2102; and either ART 2030 or ART 2130. Students seeking the BFA degree in Graphic Design must

pass the candidacy portfolio review before taking any 3000 level studio course. Students who do not pass this review may use their earned art credits as electives or as requirements towards another degree in art or towards a minor in art. Students may also repeat courses and/or continue to take 2000 level studio courses and then re-submit their work one time only to the candidacy portfolio review. The candidacy portfolio review takes place on Reading Day at the end of the fall and spring semesters.

Computer requirement: Students who pass the Graphic Design Candidacy Portfolio Review are required to have a laptop computer and software that meets minimum graphic design program specifications. The Art Department will make a certain number of "loaner" computers available to students who demonstrate extreme financial need.

Students majoring in art must make a minimum grade of "C" (2.0) in each required art course. Courses stipulated as prerequisites for subsequent art courses must be successfully completed with a grade of "C" or higher before continuing to the next level of course work.

**The Bachelor of Arts degree in Art and Visual Culture (549\*/50.0701) with a concentration in Art History (549B)**

The program of study is available at: [www.programsofstudy.appstate.edu/art-and-visual-culture-ba-art-history-549b-2016-2017](http://www.programsofstudy.appstate.edu/art-and-visual-culture-ba-art-history-549b-2016-2017)

**The Bachelor of Arts degree in Art and Visual Culture (549\*/50.0701) with a concentration in Studio Art (549C)**

The program of study is available at: [www.programsofstudy.appstate.edu/art-and-visual-culture-ba-studio-art-549c-2016-2017](http://www.programsofstudy.appstate.edu/art-and-visual-culture-ba-studio-art-549c-2016-2017)

**The Bachelor of Arts degree in Art and Visual Culture (549\*/50.0701) with a concentration in Art Management (549D)**

The program of study is available at: [www.programsofstudy.appstate.edu/art-and-visual-culture-ba-art-management-549d-2016-2017](http://www.programsofstudy.appstate.edu/art-and-visual-culture-ba-art-management-549d-2016-2017)

**The Bachelor of Fine Arts degree in Art Education (K-12) (584A/13.1302)[T] (with teacher licensure)**

The program of study is available at: [www.programsofstudy.appstate.edu/art-education-k-12-bfa-584a-2016-2017](http://www.programsofstudy.appstate.edu/art-education-k-12-bfa-584a-2016-2017)

**The Bachelor of Fine Arts degree in Graphic Design (511A/50.0409)**

The program of study is available at: [www.programsofstudy.appstate.edu/graphic-design-bfa-511a-2016-2017](http://www.programsofstudy.appstate.edu/graphic-design-bfa-511a-2016-2017)

**The Bachelor of Fine Arts degree in Studio Art (513A/50.0702)**

The program of study is available at: [www.programsofstudy.appstate.edu/studio-art-bfa-513a-2016-2017](http://www.programsofstudy.appstate.edu/studio-art-bfa-513a-2016-2017)

The program of study is available at: [www.programsofstudy.appstate.edu/commercial-photography-bs-583a-2016-2017](http://www.programsofstudy.appstate.edu/commercial-photography-bs-583a-2016-2017)

**Sophomore Portfolio Review for Commercial Photography Students**

Students majoring in Commercial Photography must successfully complete a sophomore portfolio review before registering for 3000 and 4000-level Commercial Photography coursework.

A. Commercial Photography majors must complete or be currently enrolled in the following courses before submitting a sophomore portfolio: PHO 1022, 2022, 2032 and 2052.

B. After the return from mid-term break each semester a call for portfolios will be made. Eligible students may submit a portfolio of 10-12 images representing their best work, including one series of 3-4 related images. The portfolio must also contain a brief (less than one page) statement which states the students' interests and goals for their future in commercial photography.

The sophomore portfolios will be evaluated by a panel of Commercial Photography faculty and judged on the following criteria:

1. Effective use of design
2. Compositional strength
3. Effective use of camera controls
4. Lighting control or understanding of lighting factors.

C. Students who do not pass the sophomore portfolio review will be required to pursue one or more of these steps:

1. Consult with a Commercial Photography faculty member to determine a plan for improvement of student's work.
2. Take action identified in the consultation to build skills and knowledge, thus creating work for resubmission.
3. Resubmit a portfolio in the same or subsequent semester.

**The Bachelor of Science degree in Graphic Arts and Imaging Technology (572\*/50.0409)** has three concentrations, Print Production, Packaging Production, and Cross Media Production. GAIT Program Computer Requirement: *All students entering this program are required to have a Macintosh laptop or notebook computer according to specifications described at: [www.tec.appstate.edu/students-computer-specifications](http://www.tec.appstate.edu/students-computer-specifications).*

**The Bachelor of Science degree in Graphic Arts and Imaging Technology with a concentration in Print Production (572B)**

The program of study is available at: [www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-bs-print-production-572b-2016-2017](http://www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-bs-print-production-572b-2016-2017)

**The Bachelor of Science degree in Graphic Arts and Imaging Technology with a concentration in Packaging Production (572C)**

The program of study is available at: [www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-bs-packaging-production-572c-2016-2017](http://www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-bs-packaging-production-572c-2016-2017)

**The Bachelor of Science degree in Graphic Arts and Imaging Technology with a concentration in Cross Media Production (572D)**

The program of study is available at: [www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-bs-cross-media-production-572d-2016-2017](http://www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-bs-cross-media-production-572d-2016-2017)

### Undergraduate Minors in the Department of Art

**A minor in Art History (505/50.0703)** (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/art-history-minor-505-2016-2017](http://www.programsofstudy.appstate.edu/art-history-minor-505-2016-2017)

**A minor in Studio Art (513/50.0701)** (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/studio-art-minor-513-2016-2017](http://www.programsofstudy.appstate.edu/studio-art-minor-513-2016-2017)

**A minor in Commercial Photography (583/50.0406)**

The program of study is available at: [www.programsofstudy.appstate.edu/commercial-photography-minor-583-2016-2017](http://www.programsofstudy.appstate.edu/commercial-photography-minor-583-2016-2017)

**A minor in Graphic Arts and Imaging Technology (572/50.0409)**

The program of study is available at: [www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-minor-572-2016-2017](http://www.programsofstudy.appstate.edu/graphic-arts-and-imaging-technology-minor-572-2016-2017)

### Honors Program in Art

The Department of Art offers honors courses to students who have a minimum overall GPA of 3.45 in art courses and/or are nominated by a faculty member, and are invited by the Art Honors Committee. Qualified non-majors may enroll in art honors courses. However, to graduate with "honors in art" a student must be an art major who has completed at least nine semester hours of work in departmental honors courses. Three of the semester hours taken must include ART 4510, Senior Honors Thesis. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

### Courses of Instruction in Art (ART), Commercial Photography (PHO), and Graphic Arts and Imaging Technology (GRA)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### ART (ART)

**ART 1001. Foundations I** (3).F;S.

Basic introduction to two-dimensional design emphasizing the structural elements of art, the principles of visual organization, and the psychological effects of visual decision making. Color theory, including schematic uses and historical and psychological aspects, will be explored along with the application of color mixing and color integration. There will be an introduction to the critical and analytical approaches to the visual arts. Studio six hours.

**ART 1002. Foundations II** (3).F;S.

This course is the second half of an introduction to the structural elements of art. It examines the organizational principles of three-dimensional design and the study of equipment and materials used in this area of art making. Emphasis is on three-dimensional vocabulary, understanding of sculptural space, the use of hand and power tools, materials manipulation, and processes related to three-dimensional art. Studio six hours.



**ART 1003. Foundations Drawing (3).F;S.**

An introduction to drawing as a primary means of visual investigation. Major class topics include drawing from observation and visualization (drawing from imagination). Class exercises focus on rendering objects, spaces, and the human figure in basic wet and dry media (graphite, charcoal, and ink). Conceptual and process-centered approaches in contemporary drawing will be introduced. Studio six hours.

**ART 1004. Visual Arts Exhibition Guide (1).F;S.**

Students will familiarize themselves with current exhibitions of the Turchin Center for the Visual Arts, research aspects of the exhibitions, prepare educational materials, and give tours to groups and individuals. Open to art majors and non-art majors. Lecture/practicum one hour per week. May be repeated for a total of six semester hours credit.

**ART 1005. Studio Seminar I (3).F;S.**

Studio Seminar I will introduce students to contemporary studio art praxis. This course integrates idea generation and art making. The course will introduce students to the many resources available at ASU as they contribute to and enrich students' experience of art. It is an introduction to the inter-relationship between the history, criticism, theory and practice of the visual arts. It includes an overview of art world institutions and their relevance to understanding the artist's role in the world today. Issues central to professional practice such as preparing artist statements, documenting one's work and researching educational and funding sources will also be addressed. Lecture and studio four hours.

**ART 1010. Visual Communication (3). On Demand.**

This course examines the significance of the image as a vehicle of communication. Concepts and techniques taken from historical as well as from contemporary sources will seek to develop an understanding of the nature of the visual process and its importance in human lives. Studio work will include art experiences designed to increase an understanding of form and of content. Lecture and studio four hours.

**ART 1020. Core Studio I (3).F;S.**

Introduction to two-dimensional studio experience, combining practices in 2D design, drawing, painting, and collage. This course focuses on making and interpreting images through sketch exercises, creative visual research, and long-term mixed media projects. Studio six hours.

**ART 1021. Core Studio II (3).F;S.**

Introduction to three-dimensional and four dimensional studio practices combining practices in 3D design, object making, and time based media. This course focuses on making and interpreting forms and actions through sketch exercises, creative visual, research, and long-term mixed media projects. Studio six hours.

**ART 1102. Introduction to Graphic Design (3).F;S.**

This is an introductory level course for students entering the field of graphic design. It involves studio inquiry into the nature of visual communication. The course is structured to foster a personal approach to the design process and the ability to discuss design critically. Topics introduced in the course include typography, symbols, contemporary design practice and the relationship between designer, audience and message. Work produced in this course allows for the discovery of the language, creative problem-solving processes and technologies fundamental to graphic design. Prerequisites: ART 1001 and ART 1003. Studio six hours.

**ART 2007. Clay I: Handbuilding (3).F;S.**

An introduction to clay as a material and means of expression, with emphasis on the development of content with hand-formed objects. Consideration will be given to ceramic history in relation to contemporary practice. Students will develop critical and reflective thinking skills in relation to their studio production through research, writing, discussions and presentations. Prerequisites: ART 1001 and ART 1002, or ART 1020 or ART 1021. Studio six hours.

**ART 2008. Fibers: Materials and Processes (3).F;S.**

A general introduction to a broad range of basic fibers processes and materials, such as dyeing and block printing, papermaking, felt-making, tapestry and wearables. Emphasis is on the development of technical fibers skills with application to individual works of art and design. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 2009. Metalsmithing and Jewelry Design I: Fabrication and Stone Setting (3).F;S.**

This course will focus on processes for construction with nonferrous metals. Techniques will include basic fabrication, stone setting, forming and the creation of mechanisms. Prerequisites: ART 1001 and ART 1002, or ART 1020 or ART 1021. Studio six hours.

**ART 2011. Introduction to Visual Arts (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

This course covers selected historical and contemporary issues, the formal structure and critical analysis of the visual arts and an examination of art's relationship to ideas, beliefs and culture. Students will develop a critical understanding of art as a manifestation of broader social, historical, and contemporary issues in a global context. Lecture three hours. (CORE: HUMANITIES)

**ART 2016. Introduction to Studio Art and Design (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

An introductory exploration of contemporary studio art practice, with a specific thematic focus. Students will experiment with materials and techniques, complete research on visual/thematic topics, and document their developing ideas. Projects will introduce a variety of two dimensional, three dimensional, and time-based media. Sample themes include topics in culture, technology, history, sociology, and the environment. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Studio six hours.

**ART 2019. Art for Social Change (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

This course combines an introductory studio course with an examination of the way in which art can contribute to social change. Studio assignments will involve students in the investigation, understanding and application of artistic methods and the principles of design while thematically exploring contemporary social issues. Lectures, class discussions and project critiques are geared to develop students' awareness of how art can address social issues. Studio six hours.

**ART 2022. Cultivating Creative Expression Through Visual Art (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Cultivating Creative Expression")*

Students will create works of visual art in various media, reflecting on the creative process, the influence of culture, and the dynamic and reciprocal interactions among the artist, instructor, and student. Lecture and studio four hours.

**ART 2025. Printmaking: Relief (3).F;S.**

A general introduction to printmaking: its history, development, techniques, and processes. Various relief printmaking techniques will be explored such as woodcut, linocut, collagraph, and non-traditional methods. Using additive and reductive processes, students work in black and white and in color, learning the registration and printing of multiple matrices. Traditional, contemporary, and experimental approaches are encouraged. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 2026. Photographic Design I (3).F;S.**

An introduction to photography. This course offers a foundation in the basic technical skills and aesthetic knowledge needed to create fine art photography. Historical and contemporary issues, critical thinking, and visual analysis will be emphasized through oral discussion and written documentation. A camera is required per the instructor's directions. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 2030. Art from Prehistory to 1400 (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

A global survey of art history focusing on the early visual artistic traditions of Europe, Asia, Africa and the Americas from the dawn of art to 1400. The course examines visual art and art making in religious, social, cultural, and political contexts. Lecture three hours.

**ART 2040. Clay I: Mold-Making and Casting (3).F;S.**

An introduction to the materials and methods particular to the creative use of ceramic mold-making and casting. Students will develop critical and reflective thinking skills with regard to their studio production through research, writing, discussions and presentations. Focus will be on employing ceramic processes and firing methods relevant to content. Prerequisites: ART 1001 and ART 1002, or ART 1020 or ART 1021. Studio six hours.

**ART 2050. Clay: Methods and Materials (3).On Demand.**

This course involves hands-on working experience with ceramic raw materials and the formulation of clay bodies and fired surfaces, with an emphasis on accurate testing and recording methods. Students are expected to assess and apply the results of this materials research to the conceptual development of their work. Prerequisite or corequisite: any level I clay course (ART 2007, ART 2016 in clay, ART 2040, or ART 2107) or permission of the instructor. Studio six hours.

**ART 2100. Painting I (3).F;S.**

An introduction to the principles of spatial organization and color interaction. Includes exploration of concept, materials and techniques, light, color, form, and space. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 2101. Sculpture I: Modeling and Casting (3).F;S.**

An introduction to sculptural ideas and concepts developed through modeling in clay, wax and plaster molding processes. An introduction to foundry casting includes basic sand casting and plaster investment processes. Prerequisites: ART 1001 and ART 1002, or ART 1020 or ART 1021. Studio six hours.

**ART 2102. Typography I (3).F;S.**

This course concentrates on the study of typography. Course includes a survey of major typographical trends, analysis of letterforms, typesetting methods and the use of type in layout design. Prerequisites: ART 1001 and ART 1003. This course (ART 2102) may be taken concurrently with, but not before ART 1102. Studio six hours.

**ART 2103. Drawing II (3).F;S.**

An exploration of contemporary drawing practices, focusing on process, experimentation, content development, and refining observational drawing skills. Class projects address creative problem-solving in composition, visualization, and graphic expression. Emphasis is on the figure as a subject matter and drawing from the live model. Introduction to a broader range of drawing media, including color and collage. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 2104. Digital Imaging (3).F;S.**

This course introduces the student to technical and aesthetic aspects of digital image manipulation for artists and designers. Prerequisites: ART 1001 and ART 1003 or ART 1020 and ART 1021 for declared Art Management majors. Studio six hours.

**ART 2107. Clay I: Throwing (3).F;S.**

An introduction to clay as a material, using the potter's wheel as a tool to generate form and express ideas. Technical skill and concept development will be emphasized. Students will develop critical and reflective thinking skills with regard to studio practice through research, writing, discussions and presentations. Prerequisites: ART 1001 and ART 1002, or ART 1020 or ART 1021. Studio six hours.

**ART 2125. Printmaking: Screenprinting (3).F.**

This course introduces photomechanical screenprinting processes and techniques to create original prints. There is an additional emphasis on color theory for printmaking as well as techniques for creating editions and experimental prints. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 2130. Art from 1400 to the Present (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

A global survey of art history from 1400 to the present examining the later artistic traditions of Europe, Asia, Africa, Oceania and the Americas. The course focuses on visual art and art making in light of changing social, political, religious, and cultural circumstances. Lecture three hours.

**ART 2201. Sculpture I: Carving and Construction (3).F;S.**

An introduction to sculptural ideas and concepts developed through carving in stone and wood and additive construction in materials such as welded steel. The student is introduced to the use of specialized hand and power tools including pneumatic chisels and die grinders as well as power sanders and grinders required for shaping and finishing stone, wood and steel. Prerequisites: ART 1001 and ART 1002, or ART 1020 or ART 1021. Studio six hours.

**ART 2222. Introduction to Art Education (3).F.**

This introductory course in art education will cover: current practices and philosophies in art education; multiple histories of art education; assessment as artifact; teacher as listener; and the role of materials to support, integrate, and challenge the artistic growth of young people in school. Students will learn how to create a lesson plan based on a provocation in an emergent integrative curriculum. Students will observe different teaching settings with perceptual, societal and artistic analysis implicit in programs observed. Participation in Saturday morning art workshops is expected.

**ART 2230. History of Graphic Design (3).F;S.**

A historical survey of visual communication, this course highlights key graphic designers and meta-disciplinary creative thinkers who have shaped significant innovations in the field. Examining relevant artistic, cultural, and technological events provides a context for understanding contemporary graphic design practice. Lecture three hours.

**ART 2302. Calligraphy (3).On Demand.**

An introduction to hand-lettering. Both monoline and edged-pen lettering styles are studied in their historical context, including Roman capitals, minuscules, and Italic styles. The application of color to letter forms will be examined, as well as various methods of page composition, surface decoration and bookbinding. Prerequisite: ART 1001 or permission of the instructor. Studio six hours.

**ART 2420. The Child as Cultural Construct (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Students will study the cultural, empirical, and personal image of the child and how these collective beliefs influence the practice of art education. Specific topics include: recognizing the child as cultural construct, the teacher and child as co-constructors of knowledge, the value of a child's aesthetic, and authentic assessment. The class will be a combination of written responses, class discussions, research observations, technological applications and a community collaborative art experience as it relates to contemporary visual culture, the image of the child and to the child's art making. Theories of art education that illuminate the vital importance of personal experience, public memory, intertextuality, and cultural narrative will be examined. Various models for assessing student performance will be studied with special attention given to creating assessment tools that deconstruct the practice of knower and non-knower and construct practical instruments. Prerequisite: RC 2001 or its equivalent.

**ART 2444. Materials and Processes in Art Education (3).S.**

This course will offer an in-depth and sustained exploration of the properties, structures, and expressive uses of selected art materials. The course aims to enrich and extend personal visual repertoires and in parallel, provoke insights into the role of materials in supporting, integrating and challenging the artistic growth of young people in school. Prerequisite: portfolio review.

**ART 2500. Independent Study (1-4).F;S.**

Majors in art may broaden and intensify their program through individual research and involvement in a given area of art. Prerequisite: permission of the departmental chair.

**ART 2601. Textile Design (3).F.**

An introduction to weaving and surface design techniques. Emphasis is on material selection, color theory and image sources as applicable to the development of individual textile designs. Prerequisite: registration is restricted to students majoring in the B.S. degree in Apparel and Textiles, or by permission of the instructor. Studio six hours.

**ART 2602. Fibers: Weaving I (3).S.**

An introduction to the weaving loom as an art-making tool, through basic weave structures, hand-manipulated weaves and weave-drafting. Emphasis is on the selection of materials, woven structures, and color theory as related to the development of individual works of art and design. Prerequisites: ART 1001 and ART 1003, or ART 1020 or ART 1021. Studio six hours.

**ART 3007. Clay II: Handbuilding (3).F;S.**

An in-depth exploration of processes and firing methods with hand-formed clay. Emphasis is on the development of conceptual skills and an individual approach. Structured and student-generated assignments will integrate technical skill with creative insight. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2007, and portfolio review or permission of the instructor. Studio six hours.

**ART 3009. Metalsmithing and Jewelry Design II: Casting (3).F.**

This course will introduce centrifugal casting, rubber mold making, advanced stone setting, repousse and chasing. Students will continue to develop and incorporate forming and fabrication skills. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2009 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3013. Introduction to New York/Washington Art Scene (1).F;S.**

The ASU-NY Loft and/or the Appalachian House in Washington are bases from which visiting groups of students will experience the art museums and galleries in each city. Trips to these cities, organized by art faculty, allow students to gain one semester hour credit. Individual projects are assigned by the instructor leading each trip. May be repeated for a total of three hours credit.

**ART 3015. Studio Seminar II (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This hybrid theory/studio course will explore various strategies and approaches to art making with special focus on conducting research and cultivating writing skills specifically relevant to studio practice. It will provide an integrated introduction to the theory and practice of art making as it relates to the many institutions comprising the art world. This course will also explore various rationales and strategies for promoting and displaying art. Writing about the process of creating, displaying and articulating the meaning of one's own work and the work of others will be emphasized. Prerequisites: ART 1001, ART 1002, ART 1003 and ART 1005 and Portfolio Review and RC 2001 or its equivalent. Lecture and studio four hours.

**ART 3017. Fibers: Weaving II (3).F;S.**

Further exploration of weaving as a technique for art-making. Emphasis is on the development of critical thinking and technical weaving skills with application to individual works of art and design. Includes integrations with other fibers processes and techniques. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2601 or ART 2602 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3021. Visual Art in the Elementary School (3).F;S.**

A general orientation to visual art teaching/learning for the elementary level teacher. Students will study visual culture as it relates to children's art-making and the larger world. The class offers a studio experience with ongoing sketchbook assignments. There is a practicum requirement outside of class time where students implement art education theories and methods in an actual teaching situation and perform a child study based on art education meaning-based pedagogy. Lecture two hours per week, studio two hours per week, plus observations and teaching experiences outside of class time are required. (Note: Those pursuing a second concentration in visual arts should take ART 2420 instead of ART 3021.)

**ART 3022. Art Education: Birth Through Six—Making Sense of the World (3).F.**

Focusing on the child, ages birth through six, this course is based on a theory of visual culture: the questioning of developmental stages, the image of the child as a cultural convention, personal narrative, meaningful art practice, and recognizing art as a dialogue between individuals and culture. Readings, written responses, discussions will be based on what we know collectively about the growth and development of the young child, good teaching practice, and critical pedagogy. The class will offer studio experiences, observations and teaching experiences. Students will design and implement a case study. Lecture two hours per week, studio two hours per week, plus observations and teaching experiences outside of class time are required.

**ART 3040. Clay II: Mold-Making and Casting (3).F;S.**

An in-depth exploration of molds and casting to attain broader technical and conceptual skills in clay and mixed media. Coursework will include installation, site specific and collaborative endeavors. Structured and student-generated assignments will bridge technical awareness and creative insight. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2040 and portfolio review or permission of the instructor. Studio six hours.

**ART 3050. Digital Photographic Design (3).F;S.**

This course will develop basic skills in digital art photography, building on knowledge gained in ART 2026 (Photographic Design I). Photographic image-making will be explored utilizing digital cameras and image-software. Issues in photography will also be investigated. Readings, discussions, field trips, lectures, research, written assignments and image presentations will be incorporated into the coursework. A DSLR camera is required per the instructor's directions. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2026 and portfolio review or permission of the instructor. Studio six hours.

**ART 3100. Painting II (3).F;S.**

Further exploration of formal issues such as light, color and space. Additional examination of painting techniques, processes and materials. Emphasis is on more challenging, concept-driven assignments. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2100, and portfolio review, or permission of the instructor. Studio six hours.

**ART 3102. Typography II (3).F;S.**

Second course in the typography sequence focusing on the design of multiple pages, an introduction to publication design, basic typographic systems, and typographic hierarchy. An introduction to the use of type with image and the surface design of three-dimensional form will be studied. Students who do not pass Candidacy Portfolio Review before starting this course will be required to drop the course. Prerequisite: Graphic Design Candidacy Portfolio Review. Studio six hours.

**ART 3103. Contemporary Issues in Advanced Drawing (3).F;S.**

A further exploration of contemporary drawing practices, with a specific thematic focus. Students will use sketchbook development, material experimentation, and visual research to create an independent body of work. Class themes include the human figure, narrative and sequential art, illustration, process and abstraction, and digital drawing media. All classes will examine the cross-cultural development of drawing in art history, and students will also have the opportunity to explore a variety of contemporary aesthetic approaches. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2103 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3107. Clay II: Throwing (3).F;S.**

An in-depth exploration of wheel-thrown clay to attain broader technical and conceptual skills. Emphasis is on the development of critical thinking and an individual approach to materials and processes through structured and student-generated assignments which will bridge technical awareness and creative insight. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2107 and portfolio review or permission of the instructor. Studio six hours.

**ART 3109. Metalsmithing and Jewelry Design II: Hollowware (3).S.Odd-numbered years.**

This course will introduce the smithing processes of raising, stretching, sinking and shell forming used in the creation of both traditional and nontraditional hollowware forms. In addition, students will continue to develop fabrication, stone setting and casting techniques by adapting and integrating them into more complex and sophisticated forms. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2009 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3110. Metalsmithing and Jewelry Design II: Computer Aided Jewelry Design (3).On Demand.**

This course will introduce computer aided design and rapid prototyping processes currently used in the field of jewelry design and manufacture. Students will design and create objects using CAD software and rapid prototyping machinery. In addition, students will continue to develop traditional fabrication, stone setting and casting techniques by adapting them to the CAD/CAM environment. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2009 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3111. Metalsmithing and Jewelry Design II: Enameling (3).S.Even-numbered years.**

This course will introduce the processes of cloisonné, plique-a-jour and champlevé enameling. In addition, students will continue to develop traditional fabrication techniques, adapting and integrating them into their enameling designs. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2009 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3112. Art Exhibitions in Contemporary Culture (3).F.**

This seminar surveys current practices of exhibiting art in a variety of contexts and cultural institutions including museums, galleries, online and other exhibition sites. Students conduct research on contemporary exhibition practices and take field trips to explore current exhibitions and museum installations. Prerequisite: sophomore standing. Lecture three hours.

**ART 3140. Professional Practice: Studio Art (3).On Demand.**

This course will provide students with the opportunity, support and direction to begin their professional lives. It focuses on considering the options available with an undergraduate degree in art, and on acquiring the practical skills and knowledge vital for a professional life in a creative field. Students will learn about the pragmatics of a creative career, and understand what steps to take toward that career. Appropriate for students in all Art Department degree tracks. Prerequisite: junior or senior standing or permission of the instructor. Lecture and studio four hours.

**ART 3200. Painting III (3).F;S.**

An experimental and conceptual approach to painting. Encourages the exploration of conventional and unconventional media and the development of visual sensibility. Includes the study of contemporary issues and the cultivation of individual direction. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2103, ART 3100 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3201. Sculpture II: Contemporary Issues (3).S.**

Intermediate focus on traditional and/or experimental sculptural processes, media or techniques. Topics to be considered may include installation art, digital art, performance art or site specific sculpture as well as in-depth study of traditional media. Course content will vary from semester to semester. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2101, ART 2201 and portfolio review, or permission of the instructor. Studio six hours.

**ART 3202. Interaction Design I (3).F;S.**

An intermediate intermediate graphic design course involving complex interactive projects for the web and other technologies using standards-compliant HTML and CSS. Students will have the opportunity to learn the application of semantic code markup in order to gain an understanding of the separation of content and form in dynamic media. Alternate forms of scripting for the web, animation and motion graphics, and interaction with databases will also be introduced. Prerequisites: ART 2026, ART 2103, ART 2104, and ART 3102. Studio six hours.

**ART 3208. Fibers: Surface Design (3).S.**

An exploration of fabric surface design materials and processes, such as dye applications, screen-printing and repeat patterning. Emphasis is on critical thinking and development of technical skills with application to individual works of art and design. Prerequisites: Prerequisite: ART 1001, ART 1002, ART 1003, ART 2008 or ART 2601, and portfolio review, or permission of the instructor.

**ART 3226. Photographic Design II (3).F;S.**

An intermediate course in fine art photography. The course explores more advanced techniques and processes as well as aesthetic, technical and conceptual problem-solving, critical analysis of image-making and historical and theoretical issues in the field. A camera is required per the instructor's directions. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2026 and portfolio review or permission of the instructor. Studio six hours.

**ART 3227. Special Topics in Photography (3).F.**

In this course, students will examine a specialty area in photography through discussion, research, writing, presentations and/or creative studio work. Content may vary. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. A camera is required per the instructor's directions. Prerequisites: ART 1001, ART 1002, ART 1003, ART 2026 and portfolio review or permission of the instructor. Studio six hours.



**ART 3302. Idea Lab (3).F;S.**

The course will function as a creative laboratory, providing students the opportunity to be immersed in and mindful of the design process. Course topics include innovation methodologies, design processes, visualization, prototyping and testing. Through exercises, readings, research and studio projects, students will develop lifelong skills to foster the good ideas that lead to meaningful creative work. Students who do not pass Candidacy Portfolio Review before starting this course will be required to drop the course. Prerequisite: Graphic Design Candidacy Portfolio Review. Studio six hours.

**ART 3308. Fibers: Structure (3).F.**

An exploration of various three-dimensional fibers techniques, such as off-loom structural processes, paper forms and found materials. Emphasis is on critical thinking and development of technical skills with application to individual works of art and design. Prerequisites: ART 1001, ART 1002, ART 1003, and portfolio review, or permission of the instructor. Studio six hours.

**ART 3312. Motion Graphics (3).On Demand.**

This is an intensive course in time-based media for artists and designers. Students will create broadcast quality animation and compositing projects for television, web and other technologies. Students will use type and images to learn a variety of production techniques in digital audio, digital video, animation and other special effects. Post-production presentation techniques targeting the broadcast and theatrical industry, the web and other technologies will be covered. Prerequisite: ART 2104 or permission of the instructor. Studio six hours.

**ART 3322. Sign, Symbol, Image (3).On Demand.**

An introductory study of signs, symbols and images in the context of graphic communication. The course includes theoretical and practical considerations of the relationship between visual form and cultural meaning. Course projects address visual perception and interpretation, abstraction and stylization, symbol typologies, gestalt of design, semantics and typography, and the application of semiotics and rhetorical tropes to visual communication. Course objectives are to enhance students' analytical skills and situate graphic design practice in a larger socio-cultural context. Prerequisites: ART 2104 and ART 3102. Studio six hours.

**ART 3332. Design Methods (3).On Demand.**

This course includes a survey of research methods that enhance creative conceptualization abilities and provide research-based evidence that supports design decisions. Students examine case studies; analyze secondary research; experience various contextual research methods; and conduct and apply primary research that uses a variety of design methods (interview, observational and participatory). Prerequisites: ART 2104, ART 3102 and ART 3302. Lecture and studio four hours.

**ART 3400. Women Artists (3). On Demand.**

This course will provide a historical and contemporary survey of women visual artists. Lecture three hours.

**ART 3410. Book Arts (3).S.**

This course investigates the potential of combining text and image using digital and photo-printmaking techniques to create artists' books with content. There is a secondary focus on mastering binding structures. Prerequisites: ART 1001, ART 1002, ART 1003, and portfolio review or permission of the instructor. Studio six hours.

**ART 3420. Art Education: Field Experiences (3).F;S.**

Students will devise curricula and teach various populations in the public schools and other community settings. Prerequisite: ART 2420 or permission of the instructor. May be repeated for a total credit of nine semester hours. Lecture two hours per week, laboratory two hours per week, plus observations and teaching experiences outside of class time are required.

**ART 3425. Printmaking Studio (3).F;S.**

This course involves an in-depth exploration of printmaking practices with a specific thematic and/or technical focus. Various techniques in printmaking will be covered and may include or combine: intaglio, lithography, monotype, photo and digital processes. Themes may include topics such as sustainable printmaking, the political print and print-installation. This course will examine the development of printmaking throughout history and across cultures. Students will explore a variety of contemporary aesthetic approaches in printmaking. Barring duplication of content, a student may repeat the course for a total credit of 12 semester hours. Prerequisites: ART 1001, ART 1002, ART 1003 and portfolio review or permission of instructor. Studio six hours.

**ART 3500. Independent Study (1-4).F;S.**

Majors in art may broaden and intensify their program through individual research and involvement in a given area of art. Prerequisite: permission of the departmental chair.

**ART 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation.

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Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**ART 3521. Technical Assistant (1).** F;S.

A supervised experience in which students will provide technical laboratory assistance in media-based studios and computer-related facilities. Graded on an S/U basis. May be repeated for a total credit of three semester hours. Prerequisites: junior or senior standing and permission of the instructor.

**ART 3522. Research Assistant (1-3).** F;S.

A supervised experience in which the student collaborates on a faculty member's project under the direction of the faculty member. A student may also undertake her/his own research if it is relevant to that of the faculty member. Graded on an S/U basis. May be repeated for a total credit of six semester hours. Prerequisites: declared art major with junior or senior standing and permission of the instructor.

**ART 3530–3549. Selected Topics (1–4).** On Demand.

**ART 3600. History of Modern Art (3).**F. Alternate years.

*GEN ED: Junior Writing in the Discipline (WID)*

A survey of leading movements in modern art from the 1870's to 1945. Lecture three hours. Prerequisites: ART 2130 or consent of the instructor and RC 2001 or its equivalent.

**ART 3602. Special Topics in Graphic Design (3).** On Demand.

Students examine in detail a speciality area in graphic communication, through discussion, research and creative studio work. Examples of topics might include: illustration, exhibition design, packaging design, and publication design. Content to vary; may be repeated for credit when content does not duplicate. Prerequisite: Graphic Design Candidacy Portfolio Review. Studio six hours.

**ART 3610. Asian Art (3).**On Demand.

The art forms of three Asian cultures - India, China, and Japan are explored. Particular attention is devoted to painting, sculpture, and architecture as well as the unique forms of each culture. Prerequisite: ART 2030 or ART 2130 or permission of the instructor. Lecture three hours.

**ART 3630. African Art (3).**S. Odd-numbered years.

*GEN ED: Junior Writing in the Discipline (WID)*

This course explores major themes in the study of the visual arts in Africa. Works of art from the ancient rock paintings of the Sahara, through the ancient artistic traditions of Ife and Benin, to the arts of the colonial and post colonial periods are presented. Diverse forms of art works are studied in their social, religious, and political contexts. Prerequisites: sophomore standing or consent of the instructor and RC 2001 or its equivalent. Lecture three hours.

**ART 3650. Art of Late Antiquity (3).** On Demand.

*GEN ED: Junior Writing in the Discipline (WID)*

A course in the Late Antique art, covering early Christian, Byzantine and early Islamic art. Focus on the social context of ancient art production and reception. Prerequisites: ART 2030 or consent of the instructor and RC 2001 or its equivalent. Lecture three hours.

**ART 3700. Oceanic Art (3).**F. Alternate years.

*GEN ED: Junior Writing in the Discipline (WID)*

This course examines the visual arts of the Pacific Islands, Australia, New Zealand, and New Guinea, including tattooing and other body adornment practices, architecture, sculpture, and textiles. The course explores the ways oceanic arts since the 18th century embody resistance and survival through the continuity of traditional art forms as well as work in more contemporary media and styles. Lecture three hours. Prerequisites: sophomore standing or consent of the instructor and RC 2001 or its equivalent.

**ART 3705. Contemporary Art of Africa (3).**On Demand.

*GEN ED: Junior Writing in the Discipline (WID)*

This course examines themes in the study of the recent visual arts of Africa and the Caribbean during the colonial and post-colonial period. This course explores the ways that artistic production reflects its local background and circumstances as it enters into a dialog with a global art scene. The course will examine art as a sensitive barometer of social, cultural, religious, and political changes in modern Africa and the Caribbean. Prerequisite: RC 2001 or its equivalent. Lecture three hours.

**ART 3710. Ancient Egyptian Art (3).**On Demand.

*GEN ED: Junior Writing in the Discipline (WID)*

A course in the history of Egyptian art, from archaic through early Christian periods. Focus is on the social context of ancient art production and reception. The course includes critical reading, writing, and discussion. Prerequisites: ART 2030 or permission of the instructor and RC 2001 or its equivalent. Lecture three hours.

**ART 3730. Native Arts of the Americas (3).**On Demand.

This course explores the native arts and architecture of North America, Central America and South America. Diverse forms of artworks are studied in their social, religious, and political contexts. The focus of the course may be in any of the three major cultural regions, from prehistory to the present. Prerequisites: sophomore standing or permission of the instructor. Lecture three hours.

**ART 3750. History of Roman Art (3).** On Demand.

*GEN ED: Junior Writing in the Discipline (WID)*

A course in the history of Roman art, from archaic through early Christian periods. Focus on the social context of ancient art production and reception. Prerequisites: ART 2030 or consent of the instructor and RC 2001 or its equivalent. Lecture three hours.

**ART 3760. History of American Craft (3).**On Demand.

This course will consider the development of American studio craft from a historical perspective and continuing to the present day, considering craft objects as discreet entities and in relation to other creative output. Lecture three hours.

**ART 3800. Art Since 1945 (3).**S. Alternate years.

*GEN ED: Junior Writing in the Discipline (WID)*

A survey of leading movements in contemporary art from 1945 to the present. Lecture three hours. Prerequisites: ART 2130 or consent of the instructor and RC 2001 or its equivalent.

**ART 3810. Photography and Culture (3).**On Demand.

*GEN ED: Junior Writing in the Discipline (WID)*

This course invites students to develop a critical understanding of the relationship between photography and culture. Readings, lectures, presentations and discussions on historical and contemporary photographers will be incorporated into the coursework. Prerequisites: ART 2130 or permission of the instructor and RC 2001 or its equivalent. Lecture three hours.

**ART 3820. History of Museums and Collecting (3).**On Demand.

*GEN ED: Junior Writing in the Discipline (WID)*

A seminar in the history of museums and collecting, focusing on the 19th century through today. Major emphasis is placed on critical reading, writing, and discussion. Prerequisites: ART 2130 or permission of the instructor and RC 2001 or its equivalent. Lecture three hours.

**ART 3900. Internship (1-6).** F;S.

Supervised placement in a setting which provides an opportunity for students to observe and practice various art and design related skills. Supervision and evaluation by the site supervisor and the faculty member. Graded on an S/U basis.

**ART 3969. Art Education and the Exceptional Learner (3).**S.

This course prepares the art educator to meet the needs of students with identified disabilities (K-12). The role of the art teacher in inclusive classrooms (those that include students with and without disabilities) as well as in self-contained classrooms (those containing only students with identified disabilities) will be addressed. Teacher candidates observe, analyze and evaluate a variety of K-12 art experiences involving children with exceptionalities. The course teaches the modification of art tools and the development of teaching strategies to allow all students to make art. Students will participate with the SPE 4205 (Inclusion) course and will also have a practicum experience. Prerequisite: portfolio review.

**ART 4012. Exhibitions Practicum (3).**S.

This practicum course introduces students to the fundamental principles and practical responsibilities of managing and maintaining art exhibitions. Students gain experience planning, promoting, designing, and installing exhibitions and events in the Catherine J. Smith Gallery. Prerequisite: sophomore standing. Lecture and practicum four hours.

**ART 4013. Business of Art (3).** On Demand.

An introduction to the theoretical and practical issues encountered by artisans on a day-to-day basis. The artisans will delve into various business topics such as taxes, insurance, bookkeeping, commission agreements, copyright laws, and other applications necessary for establishment of good business practices. Prerequisites: 6 s.h. above the 2000 level in any ONE studio area (excluding graphic design) or 6 s.h. above the 3000 level in art history.

**ART 4030. Seminar in Art Criticism and Theory (3).F;S.***GEN ED: Capstone Experience*

A seminar in the theory and criticism of art in which leading methods of analysis are examined through readings and discussion. Major emphasis is placed upon the student developing a critical sense of art. Prerequisites: ART 2030 and ART 2130, or consent of the instructor. Lecture three hours.

**ART 4040. Seminar in Art History (3).F;S.***GEN ED: Junior Writing in the Discipline (WID)*

This advanced seminar in art history will focus on in-depth inquiry into a particular period, theme, place or genre in art history. Content will vary from semester to semester. May be repeated barring duplication of content for a total credit of 12 semester hours. Prerequisites: ART 2030, ART 2130 and RC 2001 or its equivalent. Lecture three hours.

**ART 4102. Typography III (3).F;S.**

Third course in the typography sequence stressing the dynamic relationships among content, form and context to gain a deeper understanding of systems at many levels. Other topics may include: packaging, expressive, environmental, dynamic, and interactive typography. Prerequisites: ART 2026, ART 2103, ART 3102, and ART 3302. Studio six hours.

**ART 4109. Metalsmithing and Jewelry Design IV: Advanced Fabrication, Casting and Hollowware (3).F;S.**

Study of advanced techniques and processes appropriate to developing an individual aesthetic in the area of metalsmithing and jewelry design. Students will complete a technical research project. Prerequisite: ART 3109. Studio six hours.

**ART 4192. Graphic Design Senior Seminar (3).F;S.**

This course prepares students for their final senior design project in ART 4202, Graphic Design Senior Studio (*GEN ED: Capstone Experience*). These two courses, taken in sequence, provide an opportunity for advanced students to demonstrate a mature understanding of design practice. Through readings, literature review, and research assignments, the graphic design senior seminar examines contemporary issues in design, the expanding practice of design and addresses the relevance of pre-design stages to the design process as a whole. Students conduct research and locate their interests within the design discipline before producing proposals for their capstone project. Prerequisites: ART 3202 and ART 4102. Lecture and studio four hours.

**ART 4202. Graphic Design Senior Studio (3).F;S.***GEN ED: Capstone Experience*

The culminating course in the graphic design program, this course addresses self-reliance and the application of research and creative inquiry to the realization of projects proposed in ART 4192 (Graphic Design Senior Seminar). Students will produce a portfolio of work that demonstrates analytical, conceptual, visual and technical maturity. Passing a portfolio review is a requirement of this course. Prerequisites: ART 3050, ART 3202, ART 4102, and ART 4192. Studio six hours.

**ART 4300. Special Topics in Advanced Painting and Drawing (3).F;S.**

This is an advanced painting and drawing studio course designed to develop personal vision and critical thinking. Emphasis is on the evolution of formal practice and self-evaluation. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisites: ART 2100, ART 3100, and ART 3200 or ART 3103. Studio six hours.

**ART 4301. Special Topics in Advanced Sculpture (3).F;S.**

An advanced development of sculptural expression. The students will be expected to develop a personal approach to sculptural content and style as well as develop standards of critical judgment in the analysis of their own work. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisite: ART 3201. Studio six hours.

**ART 4302. Interaction Design II (3).On Demand.**

This is an advanced graphic design course involving complex interactive projects for the web and other technologies using dynamic and media-rich interactive media. Projects may include animation, typography in motion, data visualization, interactive exhibits and narratives, and other time-based experiences. Prerequisites: ART 3102 and ART 3202 or permission of the instructor. Studio six hours.

**ART 4307. Special Topics in Advanced Clay (3).F;S.**

An advanced self-directed study with in-depth individual research, exploration and production with regard to materials, processes and concepts. Emphasis is on critical thinking. Students are expected to create a body of work that demonstrates their level of knowledge, skills and abilities acquired in studies to date. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisites: two of the following Clay I courses: ART 2007, ART 2040, ART 2107; and one of the following Clay II courses: ART 3007, ART 3040, ART 3107. Studio six hours.

**ART 4308. Special Topics in Advanced Fibers Studio (3).F;S.**

A self-directed studio production course in fibers with additional research, presentations, and critiques with fibers faculty and other advanced students. The majority of goals and projects will be proposed by the students with the instructor's approval. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisites: three of the following fibers courses: ART 2008, ART 2602, ART 3017, ART 3208, ART 3308. Studio six hours.

**ART 4309. Special Topics in Advanced Metalsmithing and Jewelry Design (3).F;S.**

A self-directed advanced course of study in which the student will develop a contract with the instructor that includes project descriptions, selected readings and deadlines. Critiques will take place in both group and individual settings. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisites: two of the following courses: ART 3009, ART 3109, ART 3110, ART 3111. Studio six hours.

**ART 4312. Graphic Design Professional Practice (3).On Demand.**

Aimed at senior graphic design majors, ART 4312 (Graphic Design Professional Practice) is intended to help students transition from student to design professional. The course addresses professional practices in the context of various design disciplines as well as current issues in the field. Students will create self-promotional packages, undertake research and writing that reflects their preparedness for the job search; develop and refine their portfolios; and, if possible, visit a design studio or printing facility. Prerequisites: ART 3102 and ART 3202. Lecture and studio four hours.

**ART 4325. Special Topics in Advanced Printmaking (3).F;S.**

This course continues the investigation of techniques and directions introduced in beginning level printmaking courses. Students are expected to refine technical competency through the development of a cohesive body of work that articulates an inventive and conceptual use of the printed image and a clear personal vision. Emphasis will be given to examining advanced processes and contemporary issues in printmaking. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisites: ART 2025, ART 2125 and ART 3425.

**ART 4326. Advanced Photographic Design (3).S.**

An advanced course in fine art photography. This course is designed to allow students to work at an advanced level in photography, to enhance the aesthetic, intellectual and visual evolution of personal work and to hone critical skills and awareness of historical and theoretical issues in the field. A camera is required per the instructor's directions. Barring duplication of content, a student may repeat the course for a total credit of nine semester hours. Prerequisite: ART 3226 or permission of the instructor. Studio six hours.

**ART 4351. Studio Seminar III (3).F;S.**

Studio Seminar III prepares students for creating a coherent body of work in ART 4852 (Senior Studio). These two courses, taken in sequence, provide an opportunity for advanced students to demonstrate an emerging intellectual, visual and technical maturity in respect to their own work. Studio Seminar III includes planning and writing an exhibition proposal; reading relevant art criticism and theory; writing a research paper and documenting the progress of one's work through sketches, models, studio projects, and oral presentations. This course is an opportunity for students to articulate meaningful ideas and integrate them with studio practice. Prerequisites: ART 3015 and completion of a minimum of 27 semester hours of studio electives. Prerequisite or co-requisite: at least one of the following courses: ART 4300, ART 4301, ART 4307, ART 4308, ART 4309, ART 4325, ART 4326. Lecture and Studio four hours.

**ART 4420. Art Education Special Topics (3). On Demand.**

This course explores a particular current issue in art education each semester. May be repeated with different topics for a total credit of nine semester hours. Prerequisite: ART 2420. Lecture two hours, laboratory/studio two hours.

**ART 4510. Senior Honors Thesis (3).F;S.**

Independent research and/or creative project. Honors thesis directed by a member of the Art Department and evaluated by a departmental committee. Prerequisite: completion of six semester hours of Art honors coursework.

**ART 4515. Junior/Senior Honors Seminar (3).F;S.**

An intensive study of a selected topic in studio art, graphic design, art history, art management, art education, or inter-disciplinary art. Course content will be determined by the instructor. Course may be repeated barring duplication of content. Prerequisite: enrollment is by invitation or by permission of the instructor and the departmental honors director.

**ART 4551. Studio Workshop (1-3) On Demand.**

An intensive course to be offered in selected media such as drawing, printmaking, painting, photography, sculpture, clay, fibers, alloys, computer graphics, and others. Prerequisite: portfolio review or permission of the instructor.

**ART 4852. Senior Studio (3).F;S.***GEN ED: Capstone Experience*

Senior Studio is the capstone studio experience for BFA Studio Art majors. This course carries on and brings to resolution the conceptual, technical and studio practices begun in Studio Seminar III. Students will demonstrate an emerging intellectual, visual and technical maturity by producing a body of work for exhibition. Students will also write process statements and deliver a series of oral presentations critically analyzing their works in progress. This course addresses issues relevant to becoming a professional artist. A committee of three faculty members will evaluate each student's work. Prerequisite: ART 4351. Studio six hours.

**ART 4900. Internship: Field Experience (1-12).SS.***GEN ED: Capstone Experience*

An on-the-job experience with artists, museums, galleries, and other businesses related to the promotion of professions in the arts and cultural sector. Graded on an S/U basis.

**GRAPHIC ARTS AND IMAGING TECHNOLOGY (GRA)****GRA 1012. Introduction to Graphic Communications (3).F;S.**

This course is a study of contemporary production practices of the graphic communications industry, examining the basics of digital imaging, page layout assembly, and workflow technologies such as computer-to-plate, print media, and finishing. The application of project based assignments and the study of materials, equipment, health and safety, concepts of text/image input, conversion, and output that are practiced in the graphic communications industry are included as topics. Lecture two hours, laboratory two hours.

**GRA 1022. Electronic Document Design I (3).F;S.**

This course is an introduction to digital production workflow applications relevant to the graphic communications industry. Specific topics may include production hardware, page layout and imposition, illustration and image processing software, input and output devices, digital file storage and asset management, and proofing technologies. Lecture two hours, laboratory two hours.

**GRA 1520. Foundations of Packaging Production (3).S.**

This course is an introduction to packaging production covering materials, processes, and technology used in package development. Specific topics may include package structure layout and design, materials and manufacturing, printing processes, and converting/finishing processes for packaging. Emphasis will be placed on understanding the complete production process from design to finished package. Lecture two hours, laboratory two hours.

**GRA 2012. Introduction to Printing and Finishing (3).F;S.**

This course is a continuation of GRA 1012, Introduction to Graphic Communications. Emphasis will be placed on theory and problem solving as well as broadening skills in the areas of print media, finishing technologies and production management. Further experiential learning of materials, equipment, production workflow techniques, concepts of text/image input and output devices, finishing processes, and quality control as practiced in the graphic communications industry are included in the design of this study. Lecture two hours, laboratory two hours. Prerequisites: GRA 1012 and GRA 1022.

**GRA 2222. Introduction to Packaging Production (3).S.**

This course is an introduction to the principles and practices of the flexographic printing and packaging industries. Students will become familiar with the basic flexographic workflow process involving the application of specific conventions acceptable to the flexographic industry. Emphasis is placed on the packaging workflow process; including prepress (design concepts and layouts, development of design files, preflighting, making and mounting plates), press setup, print production, and package conversion. Lecture two hours, laboratory two hours. Prerequisite: GRA 2012.

**GRA 2522. Electronic Document Design II (3).F;S.**

This course is a continuation of GRA 1022 as a study of page layout software technology specific to the graphic communications industry. Project-based assignments using Adobe Creative Cloud tools to address workflow requirements are examined through the production of electronic documents such as booklets, brochures, posters and newsletters. Other topics include image editing for page layouts, digital imposition, color models and modes, desktop color separation preparation, color profile management, masking, image tonal analysis, file preparation and conversions. Lecture two hours, laboratory two hours. Prerequisite: GRA 1022.

**GRA 3102. Cross Media Production (3).F;S.**

This course is a study of new technologies applicable in the production of digital content for print production or access from the World Wide Web. The study of Adobe Creative Cloud products in the application of project based assignments, including the study of materials, equipment, health and safety, concepts of text/image input, conversion and output devices that are practiced in the graphic communications industry. Lecture two hours, laboratory two hours. Prerequisite: GRA 2522.



**GRA 3112. Substrates, Inks, and Toner (3).F.**

This course is designed to introduce students to substrates and inks used in printing and packaging production. Topics will include introduction to features and characteristics, manufacturing processes, printing and packaging production performance and quality control and color management solutions for substrates and inks used for producing printing and packaging products. Lecture two hours, laboratory two hours. Prerequisite: GRA 2012.

**GRA 3312. 3D Imaging and Animation (3).F.**

This course provides an introduction to 3D digital imaging for specific applications. Industry standard computer software will be used to explore fundamentals of modeling and texturing. Lecture two hours, laboratory two hours.

**GRA 3500. Independent Study (1-4).F;S.**

Approved Contract is required.

**GRA 3512. Web Development for Graphic Communications (3).F.**

This course provides students with the opportunity to develop basic web sites, manipulate images for web delivery. Additionally, students will create intermediate and advanced web sites that utilize complex interactivity. Lecture two hours, laboratory two hours.

**GRA 3518. Sustainability for Print Production (3).F.**

This course investigates print manufacturing practices, and the steps required to 1) implement manufacturing standards that address environmental, health and safety certification; 2) development and implementation of sustainable management systems (SMS); 3) best practices management within the printing industry, and 4) all the foregoing within the 3P model of planet, people and profit. Lecture two hours, laboratory two hours. Prerequisite: GRA 2012.

**GRA 3530-3549. Selected Topics (1-4).On Demand.**

Courses in Graphic Arts that vary in content at the discretion of the instructor.

**GRA 3622. Graphic Communications Seminar (1).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course involves the development of the mechanics of being a professional in the graphic arts industry. Specific topics include resumes, cover letters, interviewing, presentation techniques and report writing. Prerequisites: RC 2001 or its equivalent and junior standing.

**GRA 3772. Job Estimating and Planning (3).S.**

The study of systems and techniques used for identification of printing production standards, cost estimating, production scheduling, production planning, material flow, teamwork, problem-solving techniques, and management's role in creating quality environments. Lecture two hours, laboratory two hours. Prerequisite: GRA 2012.

**GRA 3882. Intermediate Packaging Production (3).F.**

This course presents intermediate-level concepts of flexographic technologies and technical processes applicable to the flexographic industry. Students enrolled in this course will learn design techniques specific to flexography, printing calculations, job assembly, proofing, print evaluation, and multiple spot color techniques. This will be achieved through project-based assignments that allow students to select anilox roll, substrates, inks, dies, and other printing materials. Lecture two hours, laboratory two hours. Prerequisite: GRA 2222.

**GRA 3900. Graphic Communications Internship I (3-6).On Demand.**

Field experience with commercial print, in-plant or digital media companies producing products from processes such as animation, digital printing, cross media publishing, prepress, flexography, gravure, offset lithography, screen printing, packaging, web page development, or finishing and fulfillment is integral to career preparation for the graphic communications industry. Prerequisite: 16 hours of coursework in the major must be completed. Graded on an S/U basis.

**GRA 4112. Technical Assistant (1).F;S.**

A supervised, meaningful, planned and evaluated laboratory assistant experience. Students enrolled in this course will act as instructional aides within various graphic arts and imaging technology courses. Prerequisite: junior or senior standing.

**GRA 4512. Advanced Cross Media Production (3).S.**

This course is an advanced treatment of studies begun in the GRA 3102 course, and incorporates new technologies applicable in the production of digital content for print production, the World Wide Web, mobile device platforms and other applicable new forms of graphic communication. Students will learn and be required to demonstrate ability to apply electronic document designs across a variety of graphic communication platforms. Lecture two hours, laboratory two hours. Prerequisite: GRA 3102 (ND Prerequisite: passing the math placement test or successful completion of MAT 0010) [Dual-listed with GRA 5512.] Dual-listed courses require

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senior standing; juniors may enroll with permission of the department.

**GRA 4522. Advanced 3D Imaging and Animation (3).S.**

This course focuses on using advanced texturing techniques, complex shading networks, inverse kinematics and forward kinematics to develop realistic 3D images and animation. Lecture two hours, laboratory two hours. Prerequisite: GRA 3312. [Dual-listed with GRA 5522.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GRA 4524. Advanced Web Development for Graphic Communications (3).S.**

This course is a continuation of GRA 3512, Web Development for Graphic Communications. Emphasis will be placed on creating multimedia Web pages, interactive Web forms, and mobile Web sites. This course will also integrate several different programs allowing students to create effective and attractive websites. By the end of this course, students should be able to design advanced web sites that utilize complex interactivity. Lecture two hours, laboratory two hours. Prerequisite: GRA 3512.

**GRA 4558. Digital Printing Systems (3).F;S.**

This course allows students the opportunity to explore digital printing applications such as short-run color and variable data printing. Students will study digital workflows, file preparation, data management, preflighting, digital front-end systems, press operation and routine maintenance. Lecture two hours, laboratory two hours. Prerequisites: GRA 1022 and GRA 2522. [Dual-listed with GRA 5558.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GRA 4566. Advanced Packaging Production (3).S.**

This course addresses advanced concepts and practices pertaining to the flexographic printing process. To include: advanced techniques such as multi-color spot and process color printing, quality control, corrugated board, image distortion, die calculations, and coatings. Lecture two hours, laboratory two hours. Prerequisites: GRA 3112 and GRA 3882. [Dual-listed with GRA 5566.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GRA 4591. Advanced Printing and Finishing (3).F;S.**

This course is designed to build on the basics covered in: Introduction to Graphic Communications, Introduction to Printing and Finishing, Introduction to Flexographic Printing and Packaging, and Electronic Imaging. Students will gain experience in advanced techniques in electronic prepress, halftones, duotones, process color, process stripping, process press work, and process control. Lecture two hours, laboratory two hours. Prerequisites: GRA 2012, GRA 3102, GRA 3112, and GRA 3772 or permission of the instructor. May be repeated for a total credit of six semester hours. [Dual-listed with GRA 5591.] Dual-listed courses require senior standing.

**GRA 4592. Specialty Graphics Printing (3).On Demand.**

Advanced laboratory practice in screen printing, wide format printing on multiple substrates that include foam core, vinyl, plastic and adhesives. Lecture one hour, laboratory four hours. [Dual-listed with GRA 5592]. Dual-listed courses require senior standing; juniors may enroll with permission of the coordinator.

**GRA 4622. Current Trends in Graphic Communications Seminar (1).F;S.**

This course is designed to emphasize current trends, technical movements and problems as they relate to the future of the printing industry. Classes will focus on group discussions related to these and other current issues. Students will be required to refer to academic experiences, internship experiences and library skills to participate in discussions. Prerequisite: senior standing. Laboratory two hours. [Dual-listed with GRA 5622.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**GRA 4722. Package Prototyping Studio (3).S.**

This is an advanced portfolio development studio course with emphasis on design projects in packaging and delivering professional oral presentations. Students will build on skills learned in previous courses to design complete packaging projects based on research, creativity, structural design, and prototyping. Lecture two hours, laboratory two hours. Prerequisite: GRA 4566.

**GRA 4900. Graphic Communications Internship II (1-6).On Demand.**

*GEN ED: Capstone Experience*

A continuation of industry field experience with print or digital graphics media companies such as commercial printing, animation, prepress, flexography, gravure, offset lithography, screen printing, packaging, or finishing and fulfillment. Prerequisite: 30 hours of coursework in the major must be completed. Graded on an S/U basis. (Hours requirement for one credit hour is 160 hours, with 80 hours required for each additional.) May be repeated for credit when content does not duplicate. This course satisfies the senior capstone requirement for the BS in Graphic Arts and Imaging Technology majors.

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**COMMERCIAL PHOTOGRAPHY (PHO)**

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**PHO 1022. Photographic Imaging I (3).F;S.**

An introductory course in digital photography which will cover technical information about cameras, lenses, printing, cataloging processes, image editing and workflow practices. Students will also learn the foundations of composition for various genres of photography. Students will need access to a DSLR camera. A limited number are available for loan through the program. Studio five hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHO 2022. Photographic Imaging II (3).F;S.**

A continuation of PHO 1022 (Photographic Imaging I) that covers advanced photographic processes and practices and will investigate control systems for exposure and development, the zone system, lighting, film processing, digital imaging processes and printing. Students will improve on their composition and photographic production values. Students will need access to a DSLR camera. A limited number are available for loan through the program. Studio five hours. Prerequisite: PHO 1022 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHO 2032. History of Photography (3).F;S.***GEN ED: Liberal Studies Experience*

This course examines photography in a historical context from the beginning of the 19th Century to present. This comprehensive study of the technical and creative evolution of photography will feature historically significant photographers, their styles and corresponding historical events. Emphasis shall be placed on the evolution of photography in relation to developments in science, technology, society, the arts and politics. Lecture three hours.

**PHO 2052. Form and Media in Photography (3).F;S.**

Form and Media in Photography is designed to improve the visual literacy and compositional awareness of students intending to be Commercial Photography majors or minors. The course will focus on current trends in commercial imaging and usage in a variety of media. Students may explore photographic design and aesthetic elements in catalogs, editorial magazines, corporate media, web sites, packaging, and retail venues, and other appropriate media outlets. The use of emerging media and video as it relates to photography in these areas may also be studied. Prerequisite or corequisite: PHO 2022.

**PHO 2062. Issues in Contemporary Photography (3).On Demand.**

This course will provide students with an understanding of the theoretical, critical, and professional concepts in contemporary photography. Topics may include but are not limited to, how the roles of philosophy, art history, science, technology, literature, psychology, marketing, consumer trends and consumption are relevant to photography and the various genres within the field. Students will broaden their understanding of these issues through readings, lectures, discussions, assignments, critiques, and presentations by professionals within the field. Prerequisite: PHO 2022.

**PHO 3012. Advanced Digital Photography (3).F;S.**

This course covers advanced digital photographic processes which may include: control systems for exposure, capture, editing, color profiling, calibration, and image presentation. Students will gain advanced digital image editing skills and workflow methodology. Lecture two hours, laboratory two hours. Prerequisite: PHO 2022 or permission of the instructor.

**PHO 3032. View Camera (3).F.**

This course will introduce the student to making photographs with the view camera. This is a major tool of the professional photographer and the following information will be covered: the view camera and its basic parts, basic view camera operations, advanced view camera controls, and materials, processes, and accessories associated with the view camera. A primary concern in this course will be visual advantages of the view camera. The goal will be a portfolio which demonstrates technical and visual awareness. Studio five hours. Prerequisites: PHO 2022.

**PHO 3042. Studio Photography (3).F;S.**

An introductory course to studio photography that covers studio lighting for industrial/product and portrait photography. Studio five hours. Prerequisite: PHO 2022 or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**PHO 3052. Video Production for Photographers (3).F;S.**

This course will utilize the audio and video capabilities of today's HD/SLR cameras and explore how photographers can create compelling and complex visual narratives for their clients in the commercial and corporate marketplace. Topics may include advanced technical techniques for the use of different audio microphones, best practices in recording audio for editing, how to light and shoot for motion, time lapse and animation of stills, conducting and shooting interviews, and basic non-linear editing techniques. Course assignments are to be completed to professional standards. Students will need access to a video capable DSLR camera. A limited number of

cameras are available for loan through the program. Studio five hours. Prerequisite: PHO 3042 or permission of the instructor.

**PHO 3072. Editorial Photography (3).F;S.**

Editorial Photography is an advanced three credit hour course that emphasizes the tools and lighting techniques of the professional editorial and corporate/industrial photography marketplaces. Topics may include studio lighting, DSLR camera usage, and various location lighting techniques. Students will learn about business procedures and markets specific to editorial photography. Studio five hours. Prerequisite: PHO 3042 or permission of the instructor.

**PHO 3092. Professional Photographic Practices (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course is designed to introduce the upper level photography major to best professional practices for the photography proprietor/entrepreneur. Topics may include intellectual property law, tax obligations and reporting requirements, employment law, insurance responsibility, and renters' rights and obligations under a lease. In addition, the course may cover software solutions to estimating and bidding jobs, tracking expenses, invoicing clients, and developing legal contracts. The course will also cover marketing, promoting and advertising options. By the end of the course, students will have developed a business plan, a financial statement, marketing materials, and have created a visual identity (logo/brand) to take into the marketplace. Prerequisite: RC 2001 or its equivalent. Prerequisite or Corequisite: PHO 3042.

**PHO 3322. Documentary Photography (3).On Demand.**

Documentary photography exposes students to the work of a number of great documentary photographers and photojournalists, as well as to writing about the documentary tradition. Students work throughout the term on a photo documentary project of their own, attempting to reduce a tiny area of the moving world to a set of still images that convey what the viewer needs to know about what they saw without hearing the sounds, smelling the odors, seeing the motion, or experiencing what was happening outside the viewfinder. Students also write papers about the subjects of their photo documentaries. Studio five hours.

**PHO 3332. Field Experience in Commercial Photography (1-3).F;S.**

This course allows Commercial Photography majors to earn credit for professional experiences outside of the classroom environment. These experiences include, but are not limited to, attending professional conferences, seminars, trade association fairs, field photographic experiences such as international program offerings and extended photographic field trips. This course may be repeated for credit barring duplication. Prerequisite: permission of the instructor.

**PHO 3342. Methods and Materials of Commercial Photography (3).On Demand.**

This course will offer the student information and hands-on experience in historical, contemporary, and emerging technologies related to the commercial photography industry. This course may be repeated for credit barring duplication. Studio five hours. Prerequisites: PHO 2022 or permission of the instructor.

**PHO 3500. Independent Study (1-4).F;S.**

Approved contract is required.

**PHO 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

**PHO 3530–3549. Selected Topics (1–4). On Demand.**

**PHO 4402. Advanced Video Production for Photographers (3).On Demand.**

Advanced Video Production for Photographers is an advanced three credit hour course that will build on course content from PHO 3052, Video Production for Photographers. The course will utilize the audio and video capabilities of today's HD/SLRs and explore how photographers can utilize video and sound to create compelling and complex visual narratives for their clients in the commercial and corporate marketplace. The course will expand on skills covered in advanced technical data and techniques on the use of different audio microphones, best practices in recording audio for editing, how to light and shoot for motion, time lapse and animation of stills, conducting and shooting interviews, and basic non-linear editing techniques. The course assignments are to be completed to professional standards. Students will need access to a video capable DSLR camera; a limited number of cameras will be available through the program. Studio five hours. Prerequisite: PHO 3052.

**PHO 4412. Fashion and Beauty Portraiture (3).F;S.**

Students in this advanced course will review the history of fashion and beauty photography, explore current trends in the industry, and survey the many markets and applications for fashion and beauty imagery. Students will have the opportunity to work with models

- both volunteer and professional - make-up artists, hair stylists, and wardrobe stylists in learning how to produce a professional fashion or beauty shoot. Each student will be encouraged to develop her or his own style through fashion editorial assignments, beauty advertising assignments, and testing with models, both in the studio and on location. Working digitally, students will also have the opportunity to learn how to use a wide range of lighting and camera controls specific to beauty photography in order to establish a color managed workflow to guarantee consistency of image production from capture through final delivery of images. Studio five hours. Prerequisite: PHO 3042 or permission of the instructor.

**PHO 4422. Product Photography (3).F;S.**

This advanced course will emphasize the tools and techniques of the professional photographer. Studio lighting, large format cameras, and color transparencies will be primarily used, and the student is expected to have working knowledge of these. Assignments will be expected to be completed to professional standards. Studio five hours. Prerequisites: PHO 3032 and PHO 3042.

**PHO 4432. Commercial Photographic Production (3).F;S.**

This studio class will acquaint the student with the fundamentals of commercial production in advertising and high end editorial photography. As photographers grow in their capabilities and experience, they will be expected to work as part of a creative team that can produce work of the highest quality. By shifting roles on each of three projects, students will become familiar with the functions of the Art Director, the Producer and the Commercial Photographer as they work in collaboration on complex creative projects. Studio five hours. Prerequisites: PHO 3072 and either PHO 4412 or PHO 4422.

**PHO 4492. Photographic Portfolio (3).F;S.**

*GEN ED: Capstone Experience*

This senior level course is designed for the major in Commercial Photography. The course will prepare the graduating senior to apply for employment in the field of professional photography or admission to graduate school. Topics covered will include letters of introduction, resumes, portfolio production and presentation, preparing exhibits, and web pages. Through the production of the final portfolio, students will demonstrate their technical skills, visual communication ability, knowledge of theory in design, and awareness of the global market. Lecture two hours, laboratory two hours. Prerequisite: senior standing. Open only to Commercial Photography majors.

**PHO 4900. Internship (3-12).F;S.**

Graded on an S/U basis.

## Department of Communication (COM)

Jean L. DeHart, Chair

Nina-Jo Moore, Assistant Chair

Frank A. Aycock

Mark L. Bentley

Edward C. Brewer

Laura L. Brittain

Kelly Davis

Carolyn M. Edy

Paul H. Gates, Jr.

Roger S. Gonce

Jennifer B. Gray

Lynn D. Gregory

Lynette Holman

Ginger M. Loggins

Shanshan Lou

Stephen P. McCreery

Olga Zatepilina Monacell

Thomas S. Mueller

Christopher Patti

Newly Paul

Gregory Perreault

Susan S. Poorman

Janice T. Pope

Debbie Poulos

Heather P. Preston

William H. Purcell

Matthew S. Richards

R. David Spiceland, Jr.

Glenda J. Treadaway

Matthew S. VanDyke

Daniel C. Walsh

Anne C. Ward

Scott M. Welsh

Valerie Wieskamp

Hongwei (Chris) Yang

The objectives of the Department of Communication are to prepare those interested in entering specific communication professions such as electronic media/broadcasting, journalism, advertising, interpersonal/intercultural/health counseling, organizational consulting or training and public relations; to provide a broad background of information and develop skills needed by those students planning to enter other areas such as law, ministry, public service and graduate studies; and to provide the University and community the stimulation of debates and discussions of current issues, and the informative and entertaining programs of radio and television.

The Department of Communication offers courses in the areas of advertising, communication studies, electronic media/broadcasting, journalism, and public relations. The department also supports co-curricular programs including competitive intercollegiate forensics, the Appalachian radio station (WASU) and TV station (App TV), along with various community experiences in journalism, public relations and advertising. The department actively supports student organizations and national honorary societies that are related to communication such as the Forensics Union, Pi Kappa Delta, National Broadcasting Society, Alpha Epsilon Rho, Lambda Pi Eta Communication Honor Society, Appalachian Communicators Club, Advertising Club, the Public Relations Student Society of America and the Society of Professional Journalists. Communication majors are expected to participate in the co-curricular activities of the department.

### Admission to the Department of Communication

The Department of Communication seeks to admit students who are dedicated to pursuing degrees in the varied fields of communication. Students wishing to major in the following degrees can proceed with their declaration as soon as they meet general university guidelines for admission:

- Bachelor of Science degree in Communication, Advertising
- Bachelor of Science degree in Communication, Journalism
- Bachelor of Science degree in Communication, Public Relations
- Bachelor of Science degree in Communication Studies

Due to resource issues related to the EM/B major, the Department places a restriction on the number of students the Department can serve. For this reason, applicants who have met all current University requirements for the declaration of a major will be considered for admission into the Bachelor of Science degree in Communication, Electronic Media/Broadcasting no later than February 1 for the following fall semester, or no later than September 15 for the following spring semester. Declaration of a major begins the process of applying for admission but is not the same as admittance into the Department. If more students apply for admission than resources can accommodate, selections for the EM/B major will be made based on overall GPA and grade in COM 1200. In the event of a tie, the selection committee will ask students to submit a writing sample.

#### The Bachelor of Science degree in Communication, Advertising (507A/09.0903)

The program of study is available at: [www.programsofstudy.appstate.edu/communication-advertising-bs-507a-2016-2017](http://www.programsofstudy.appstate.edu/communication-advertising-bs-507a-2016-2017)

#### The Bachelor of Science degree in Communication, Electronic Media/Broadcasting (525A/09.0701)

The program of study is available at: [www.programsofstudy.appstate.edu/communication-electronic-mediabroadcasting-bs-525a-2016-2017](http://www.programsofstudy.appstate.edu/communication-electronic-mediabroadcasting-bs-525a-2016-2017)

#### The Bachelor of Science degree in Communication, Journalism (517A/09.0401)

The program of study is available at: [www.programsofstudy.appstate.edu/communication-journalism-bs-517a-2016-2017](http://www.programsofstudy.appstate.edu/communication-journalism-bs-517a-2016-2017)



## **The Bachelor of Science degree in Communication, Public Relations (521A/09.0902)**

The program of study is available at: [www.programsofstudy.appstate.edu/communication-public-relations-bs-521a-2016-2017](http://www.programsofstudy.appstate.edu/communication-public-relations-bs-521a-2016-2017)

## **The Bachelor of Science degree in Communication Studies (585A/09.0101)**

The program of study is available at: [www.programsofstudy.appstate.edu/communication-studies-bs-585a-2016-2017](http://www.programsofstudy.appstate.edu/communication-studies-bs-585a-2016-2017)

## **Minor in Communication (532/09.0101) (18 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/communication-minor-532-2016-2017](http://www.programsofstudy.appstate.edu/communication-minor-532-2016-2017)

## **Honors Program in Communication**

The Department of Communication offers a 9 semester hour honors program composed of 6 semester hours of Communication honors courses and a 3 semester hour Communication honors thesis. To graduate with "Honors in Communication," a student must be a Communication major, maintain an overall GPA of 3.45 and maintain an overall Communication GPA of 3.45, and earn a grade of no less than a "B" in any honors designated courses.

## **Courses of Instruction in Communication (COM)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### COMMUNICATION (COM)

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#### **COM 1200. Thinking Through Communication (3). F;S.**

An introduction to reading, writing, and thinking critically about communication through a collaborative examination of primary sources concerning communication theory and history.

#### **COM 1600. Fundamentals of Electronic Media (3).F;S.**

This course provides an in-depth look at the industries in electronic media and gives a framework on which the BS in Communication, Electronic/Media Broadcasting major can build.

#### **COM 2101. Public Speaking (3).F;S.**

Intensive practice in composition and delivery of various types of speeches with emphasis on speech structure and style.

#### **COM 2105. Public Speaking in the Disciplines (3).F;S.**

*GEN ED: Liberal Studies Experience*

Intensive practice in composition and delivery of various types of speeches with emphasis on speech structure and style suited to a particular subject matter, which will vary by section as indicated in the schedule of classes.

#### **COM 2106. Argumentation and Advocacy (3).F.**

Study of the theory of argumentation including the reasoning process; the use, discovery, and evaluation of evidence; refutation; advocacy situation analysis and adaptation. Practice in speaking in a variety of advocacy situations and types. Corequisite or prerequisite: COM 2101 or consent of the instructor.

#### **COM 2110. Introduction to Nonverbal Communication (3).F;S.**

An introduction to nonverbal behavior as a form of communication, with emphasis upon nonverbal communication in the classroom, in the business world, and in general interpersonal relations. Examination will be made of such areas of nonverbal behavior as kinesics (body language), haptics (communication through touch), proxemics (use of space and communication), paralinguistics (vocal cues in communication), and nonverbal factors in communication between variant ethnic groups and cultures.

#### **COM 2112. Online Public Discourse (3).On Demand.**

Examination of the effects of Internet-based communication tools on issue awareness, formulation of perspectives, and exchange of views.

#### **COM 2115. Speech Activity (1-3).F;S.**

Participation in activities of the Forensic Union or other projects approved by the department. The student will contract with the appropriate staff member for the activities of this course. May count four (4) semester hours toward graduation.

**COM 2121. Interpersonal Communication (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Social Relations Across Contexts")*

Study and application of basic communication concepts to interactive communication situations and problems. Students will be involved in various activities pertinent to understanding these concepts.

**COM 2124. Intercultural Communication (3).S.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Expressions of Culture")*

Examines communication practices in multi-cultural settings including international, national, regional, ethnic, racial, economic, religious, and other topics of pertinence to effective intercultural communication. Students will be involved in observational activities and research activities to exemplify intercultural communication differences in a practical way.

**COM 2131. Health Communication (3).F.**

An exploration of the role communication plays in health care delivery, health behavior change programs, and health communication career opportunities. The course is designed to increase understanding of the communication theories and research in patient/provider relationships, communication in health care organizations, media coverage of health, and health communication campaign planning and implementation.

**COM 2180. Communication Theory (3).F;S.**

Study of communication theories, systems, models, formulations and measurements; new dimensions in speech criticism and research methodology; critical study of published reports in the contemporary literature of the field. Prerequisite: COM 1200.

**COM 2181. Introduction to Rhetorical Theory (3).S.**

An introduction to contemporary and classical rhetorical theories of communication and rhetorical approaches to the critical study of rhetorical artifacts. Prerequisite COM 1200.

**COM 2300. Introduction to Mass Communications (3).F;S.**

Study of the forms of mass communication including newspaper, magazine, radio, television, books, and film. Corequisite or prerequisite: COM 1200 or consent of the instructor.

**COM 2315. Mass Communication Activity (1).F;S.**

Participation in broadcasting or journalism activity. Students will contract with the appropriate faculty member to work in radio, TV, or journalism. Maximum of four hours may be applied to graduation. Graded on an S/U basis.

**COM 2316. Audio Production I (3).F;S.**

Audio Production I is a lecture/laboratory course designed to introduce the electronic media/broadcast student to the basic science of sound and audio along with terminology and audio production procedures used in radio, television, and other forms of converged media. Students are instructed in the use of professional state-of-the-art audio production equipment for producing commercials and various types of electronic media programming. Other forms of audio production techniques are also presented, such as preparing audio tracks for video production and general techniques of producing remote broadcasts. Corequisite or prerequisite: COM 1600. Prerequisite: registration is restricted to students admitted to the BS in Communication, Electronic Media/Broadcasting.

**COM 2416. Video Production I (3).F;S.**

The course introduces the student to the basic techniques of producing single camera, non-fiction programs. Students will produce programs that fall within a variety of genres, including news, public affairs, documentary, essay/commentary, PSAs and promotion. The course examines both the technical and analytical aspects of the production process. Areas covered include concept and storyline development, treatments, scripting, planning, camera techniques, lighting, editing, and exposure to non-fiction styles and genres. Prerequisites: Registration is restricted to students admitted to the B.S. degree in Communication, Electronic Media/Broadcasting.

**COM 2500. Independent Study (1-2).F;S.**

**COM 2600. Introduction to Journalism (3).F;S.**

Introduction to newsgathering, writing, and editing processes.

**COM 2610. News Reporting and Writing (3).F;S.**

Study of reporting and writing news for newspapers, magazines, and online media. Emphasis on techniques of gathering news, interviewing sources, and writing news stories. Prerequisites: COM 1200 and COM 2600; or consent of the instructor.

**COM 2612. Broadcast Newswriting (3).F;S.**

Study of newsgathering and newswriting for radio and television. Emphasis on techniques of interviewing, newsgathering, newswriting and preparing broadcast news stories. Prerequisites: COM 1600; and registration is restricted to students majoring in the BS in Communication, Electronic Media/Broadcasting or other communication majors, or consent of the instructor.

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**COM 2618. Introduction to Media Publishing (3).F;S.**

Introduction to the creation of printed communication. Students will be given the opportunity to learn to use current desktop publishing software to create publications typically found in the field of communication. Prerequisite: must be an admitted major in the Department of Communication.

**COM 2700. Foundations of Advertising (3).F;S.**

An introductory course that examines advertising as a form of communication. After a brief examination of history, role in the economy, external restraints and customer behavior, the course concentrates on theories and principles of media messages and management as well as advertising applications and trends.

**COM 3010. Media Graphics (3).F;S.**

A study and application of the creative and practical aspects of typography, layout and design of printed and electronic communication. Prerequisite: COM 2618.

**COM 3100. Interviewing Methods (3).On Demand.**

A study of communication variables in interview situations, including elements of informational, persuasive, health care, research, appraisal, journalistic and selection (employment) interviews. Includes a focus on question development and formulation, legal and ethical implications of interviewing techniques, interviewing as a theoretical perspective, and simulation interviews.

**COM 3110. Small Group Communication (3).On Demand.**

The theory and practice of small group communication, with emphasis upon the psychology of small group interaction, styles and methods of leadership, environments and small group interactions, and problem/solution methodologies in small group interactions. Students are provided the opportunity to apply theory in actual small group projects.

**COM 3117. Environmental Communication (3).On Demand.**

The course is designed to encourage students to think critically about the meanings of environmental communication and the roles it plays in their lives and throughout the world. Students will also examine the recent history and development of environmental communication as an area of intellectual inquiry.

**COM 3118. Communicating Coal in Appalachia (3).On Demand.**

The course examines the types of communication and information campaigns used by various stakeholders in the cultural, economic and political conflicts surrounding the coal industry in Appalachia. Students will learn through case studies, readings, guest speakers and at least one field trip to the coal fields of Appalachia.

**COM 3120. Rhetoric and Religious Discourse (3).On Demand.**

*GEN ED: Junior Writing in the Discipline (WID)*

The rhetorical analysis of religious themes in political and popular discourses. Prerequisite: RC 2001 or its equivalent.

**COM 3130. Minorities in Media (3).S.**

*GEN ED: Integrative Learning Experience (Theme: "American Culture: Past and Present")*

This lecture and discussion course introduces students to the complex relationships between race, gender, and popular culture via critical media analysis.

**COM 3131. Health Communication in Interpersonal Settings (3).On Demand.**

Theory and practice of health communication in interpersonal contexts, including patient-provider communication, social support, and communication in illness.

**COM 3132. Health and Mass Media (3).On Demand.**

A course exploring the mass communication contexts of health communication, including health news, advertising, campaigns, and information seeking. The course is appropriate for the future health care professional, health communication professional, and health communication graduate student, patient, or health care consumer.

**COM 3151. Gender Communication (3).On Demand.**

*GEN ED: Junior Writing in the Discipline (WID)*

A course designed to allow students to learn, through studying theories and through practical experiences, the concepts relative to communication and both genders. Study includes, but is not limited to, communication among both and single genders; communication role development; how gender communication affects family relationships; differences in verbal and nonverbal communication across genders; and how gender roles affect close relationships, education, the media, acts of violence, and the workplace. Prerequisite: RC 2001 or its equivalent.

**COM 3152. Communication in Organizations (3).F;S.**

Examines communication within organizational structures; develops skill in language, observation and listening; teaches improved communications skill through interview and formal presentations. Oriented to the speech communication requirements of the contemporary business and professional community.

**COM 3155. Persuasion (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course explores the role of persuasion in public life. Students will learn to critically analyze and produce persuasive discourse in social, cultural, and democratic contexts in light of prevailing theories of social influence. Prerequisites: COM 1200 and COM 2101, or consent of the instructor; and RC 2001 or its equivalent.

**COM 3182. Organizational Communication Simulation (3).On Demand.**

A course designed to help students develop and apply organizational communication skills that are helpful in a variety of professional settings, including human resources, interviewing, group decision-making, and written and oral reporting.

**COM 3200. Internet Communication (3).F;S.**

Practical and theoretical introduction to the Internet as a communication medium. Training in effective online communication, including human-computer interaction and web production. Discussion of social, political, and personal impact of online interactions via networks from a variety of theoretical, historical, and critical perspectives.

**COM 3210. Copy Editing (3).F.**

A course designed to introduce students to the theory and practice of editing copy, editing photos and informational graphics, and writing headlines for print and online journalism. Prerequisites: COM 2610 and must be an admitted journalism major.

**COM 3220. Professional Ethics in Public Relations (3).F;S.**

A study of public relations ethics through the analysis of real-world cases in a variety of professional and organizational contexts.

**COM 3300. Mass Media and Society (3).F;S.**

*GEN ED: Liberal Studies Experience*

A survey of the social impact of mass media. Analysis of issues such as mass media and individual behavior, violence and TV, media and consumers, and mass media and popular culture.

**COM 3301. Writing for the Electronic Media (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Formats and techniques of writing for the electronic media. Prerequisites: RC 2001 or its equivalent and COM 1600; and registration is restricted to students admitted to the BS in Communication, Electronic Media/Broadcasting or consent of the instructor.

**COM 3302. Copywriting for Advertising (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Development of skills and techniques of advertising copywriting applying to all media. Goals are to improve creative writing skills, learn the basics of advertising copy and layout and the analysis of advertisements. Prerequisites: COM 2700 and must be an admitted communication major or communication minor; and RC 2001 or its equivalent.

**COM 3305. Communication Law (3).F;S.**

A study of legal sanctions and constitutional freedoms affecting the mass media, various communication technologies and human communication.

**COM 3306. Audio Production II (3).F;S.**

Audio Production II is an extension of the material covered in Audio Production I. The course is designed to further electronic media/broadcast students' knowledge of the terminology, production procedures, and equipment used in all electronic media production including radio, Internet, and audio for video. Prerequisites: COM 2316; registration is restricted to students admitted to the B.S. degree in Communication, Electronic Media/Broadcasting.

**COM 3311. Conflict Management (3).On Demand.**

A course that examines positive conflict management processes, including active listening and communication skills, principled negotiation, mediation, and nonviolent direct action.

**COM 3312. Crisis Communication (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A study of the role of crisis communication in contemporary organizations. Emphasis is on critical assessment of organizational

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readiness for a crisis and advanced crisis preparation. Students prepare a crisis assessment and crisis management plan for an actual organization/business. Prerequisite: RC 2001 or its equivalent.

**COM 3313. Professional Ethics in Electronic Media (3).F;S.**

Study methods of applying logical concepts and techniques as well as theories, principles and techniques relating to electronic media. The course will also demonstrate the importance of ethics and of social responsibility to the student's personal and professional life. It will scrutinize and evaluate fundamental issues and problems relating to electronic media and examine the social responsibility for electronic media communicators. Prerequisites: COM 1600, and registration is restricted to students admitted to the BS in Communication, Electronic Media/Broadcasting, or consent of instructor.

**COM 3314. Advanced Media Analysis (3).F.**

An examination of media content through a mass communication perspective. The course will define the field of media analysis, examine the importance of message production, and discuss the dilemmas that electronic media professionals face in producing content.

**COM 3315. Political Communication (3).On Demand.**

*EN ED: Liberal Studies Experience*

Examines the theoretical and practical aspects of political communication. Topics covered include political debates, speechwriting, political cartoons, communication strategies during and after campaigns, and the role of the media in political communication.

**COM 3316. Television Studio Production (3).F;S.**

Exposure to multi camera, live studio production. All aspects of the live process will be covered including production equipment, scripting, lighting, crew assignments, videotape formats and editing. Lecture 2 hours, laboratory 2 hours. Prerequisite: COM 2416.

**COM 3317. Social Media Strategies (3).F;S.**

Social Media Strategies is designed for students to understand various social and digital media techniques, as well as the public relations-based strategies behind them to help organizations engage in dialogue and build relationships effectively with different audiences and stakeholders.

**COM 3318. Public Relations Principles (3).F;S.**

An introductory course that serves as an overview of the technical elements and basic principles of public relations. It introduces the students to the concepts and activities that form the foundations of a professional practice. Prerequisite: must be an admitted public relations major or communication minor.

**COM 3320. Audio-Video Production (3).F;S.**

A course for non-electronic-media/broadcasting majors. Introduces students to the terminology, equipment, operating procedures and conceptual strategies used in the production of material for audio and video. Includes audio and video laboratories.

**COM 3333. Electronic Media Programming (3).S.**

This course surveys the various methods for program decision-making at all levels of radio, television, and new electronic media. Also covered: the duties of the program director, music director, and on-air staff; how advertising, news, and entertainment fit together in programming strategy; the future convergence of media technologies and their effect on future programming; program criticism, effects, and ratings; and future career opportunities in the programming segment of these industries. Prerequisites: COM 2416 and registration is restricted to students admitted to the BS in Communication, Electronic Media/Broadcasting.

**COM 3340. Journalism Ethics and a Free Society (3).F;S.**

This course is an exploration of ethical dilemmas that journalists and other media professionals encounter and the impact that these situations have on their audiences. The examination of case studies provides a way to evaluate and integrate ethical foundations into professional situations.

**COM 3341. Communication Ethics (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Study methods of applying logical concepts and techniques as well as ethical theories, principles, and techniques to professional communication fields. The course will also demonstrate the importance of ethics and of communication ethics to the student's personal and professional life. It will scrutinize and evaluate the fundamental issues and problems in communication ethics and examine the social responsibility of professional communicators. Prerequisites: COM 1200 or permission of the instructor, and RC 2001 or its equivalent.

**COM 3500. Independent Study (1-4).F;S.**

**COM 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**COM 3530-3543. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. Course numbers COM 3530-3543 are reserved for variable credit courses treating topics relating to any of the department's degree options. Any of these numbers may be repeated for credit when content does not duplicate.

**COM 3544. Selected Topics in Advertising - Business (3).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. COM 3544 is reserved for 3 credit hour selected topics courses related to the business of advertising. May be repeated for credit when content does not duplicate.

**COM 3545. Selected Topics in Advertising - Creative (3).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. COM 3545 is reserved for 3 credit hour selected topics courses related to the creative element of advertising. May be repeated for credit when content does not duplicate.

**COM 3546. Selected Topics in Professional Contexts (3).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. COM 3546 is reserved for 3 credit hour selected topics courses related to professional contexts. May be repeated for credit when content does not duplicate.

**COM 3547. Selected Topics in Public Contexts (3).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. COM 3547 is reserved for 3 credit hour selected topics courses related to public contexts. May be repeated for credit when content does not duplicate.

**COM 3548. Selected Topics in Applications (3).On Demand.**

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. COM 3548 is reserved for 3 credit hour selected topics courses related to applications. May be repeated for credit when content does not duplicate.

**COM 3549. Selected Topics in Analyses (3).On Demand.**

*GEN ED: Junior Writing in the Discipline (WID)*

An opportunity to study a special topic or combination of topics not otherwise provided for in the communication curriculum. COM 3549 is reserved for 3 credit hour selected topics courses related to analyses. Prerequisite: RC 2001 or its equivalent. May be repeated for credit when content does not duplicate.

**COM 3600. Feature Writing (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Study of principles, processes and techniques of editorial and feature writing for print media. Intense practical training in advanced writing styles and skills. Prerequisites: COM 2600 and COM 2610, or consent of the instructor; and RC 2001 or its equivalent.

**COM 3618. Public Relations Writing (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Public relations writing builds student skills in developing and preparing collateral public relations materials. This course integrates and builds upon the journalism, public address, core communication, and public relations courses. It sets the foundation for independent action in the advanced public relations courses and for successful experiences in an internship environment. Prerequisites: COM 2600 and RC 2001 or its equivalent. Corequisite or prerequisite: COM 3318.

**COM 3620. Principles of Fund Raising (3).On Demand.**

An introduction to the basic principles and methods of contemporary fund raising in the United States. Students are introduced to the skills of researching constituencies and developing a fund raising plan for a real organization.

**COM 3640. Media Planning (3).F;S.**

This course is designed to teach the basics of advertising media planning: the essential terms and concepts in media planning, how to identify the media problems and opportunities of a client, and how to develop effective strategies for solving these problems and making the best use of these opportunities. Each student will produce a ready-to-submit media plan for a client. Prerequisite: COM 2700 or permission of the instructor.

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**COM 3680. Literary Journalism (3).F.**

A study of journalism as literature and the practice of writing nonfiction journalistic prose employing the narrative aims and techniques of fiction. (Same as ENG 3680.)

**COM 3900. Internship (3-12).F;S.**

A designed work experience program in either advertising, communication studies, electronic media/broadcasting, journalism, or public relations. Graded on an S/U basis.

**COM 3901. Communication Practicum (1-3).F;S.**

Students will produce a professional communication product with the approval and supervision of a communication faculty member to include research, analysis, design, and production. Prerequisites: communication major and junior standing, or approval of the instructor.

**COM 3910. International Experience (3).On Demand.**

This course is designed to assist students in the department's international internship program as they prepare themselves for the experience of completing an international internship. Prerequisite: open only to students participating in the department's international internship program.

**COM 3915. Career Connections (2).On Demand.**

A course designed to allow junior- and senior-level communication majors to refine their understanding of, and preparation for, varied fields of communication. In order to make a better transition from the classroom to the workplace, students will interact with communication professionals who will speak about career opportunities, professional activities and current industry trends. Graded on an S/U basis.

**COM 3928. Communication Research Methods (3).F;S.**

This course is designed to increase students' knowledge of the foundations and types of research methods commonly employed in communication research. Both quantitative and qualitative methods will be taught. Students should gain a fuller understanding of the relationship between theory and research. They should also gain practical experience in employing at least one of the research methods in an original research project leading to a written report suitable for submission to an academic conference. Prerequisite: junior or senior standing, or consent of the instructor.

**COM 3929. Rhetorical Theory and Criticism (3).F.**

A study of classical and contemporary theories of rhetoric and rhetorical methods of cultural critique. Application of rhetorical theory to rhetorical events and situations. Prerequisite: junior or senior standing.

**COM 4040. International Advertising (3).On Demand.**

The course provides an overview of the ways globalization and multi-media conglomerates have changed the advertising industry. Prerequisite: COM 2700 or consent of the instructor. (Global Learning Opportunity course)

**COM 4101. Speechwriting (3).S.**

Theory and practice of writing the spoken word. Study of speech composition and the role of speech-making in various professional settings. Special emphasis upon style, organization, support, and criticism of the public speech with a primary emphasis upon manuscript speaking. Prerequisite: COM 2101 or permission of the instructor.

**COM 4152. Advanced Organizational Communication (3).On Demand.**

Application of communication methodology to the analysis of organizational communication processes. Students study methods of communication consulting, facilitation, and training. Prerequisite: COM 3152. [Dual-listed with COM 5152.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**COM 4220. Photojournalism (3).F.**

An exploration of journalism as visual storytelling and the practice of using still, audio, and video techniques to capture and employ defining moments in the creation of news and feature narratives. Prerequisites: TEC 1022 or ART 2026 or CI 4740, or permission of the instructor.

**COM 4250. Professional Ethics in Advertising (3).S.**

An examination of ethical practices in advertising through case study analyses of agency, industry, and affected consumer groups. Prerequisite: COM 2700.

**COM 4300. Media Sales (3).F;S.**

This course is a senior level course designed for students in electronic media/broadcasting that includes a study of the techniques

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used by the mass media to sell space and time to advertisers. Also included is a study of personal selling; company, product, and audience research; media-audience matches; and media sales presentations. Also examined are the strengths and weaknesses of a variety of print, radio and television advertising techniques and strategies. Prerequisites: junior or senior standing; registration is restricted to students admitted to the BS in Communication, Electronic Media/Broadcasting or COM 3640; or consent of the instructor.

**COM 4302. Broadcast Performance Techniques (3).F;S.**

A study and application of specific performance techniques (i.e., voice, body, manuscript usage, personality) related to the broadcast industry. Students will experience a variety of radio and television performance and announcing situations directed towards improving their broadcasting performance skills. Prerequisite: COM 2416; COM 3316.

**COM 4310. Design for Print and Interactive Media (3).S.**

A course that emphasizes the theory, principles, and practice of newspaper and interactive magazine design. Prerequisites: COM 2610, COM 2618, and registration is restricted to students admitted to the BS in Communication, Journalism.

**COM 4315. Electronic Media Management (3).F;S.**

*GEN ED: Capstone Experience*

The study of factors related to the management of broadcast and cable stations, including finances, human resources, programming, sales, regulation, and promotion and marketing. Prerequisites: Senior standing; COM 3301; or consent of the instructor.

**COM 4317. Electronic Media Regulation (3).F.**

Governmental regulation of broadcasting and electronic media, detailing the FCC and other agencies relationships; emphasizing early broadcast legal history, administrative rulemaking, programming, licensing, renewals, content controls, ownership, fairness, political advertising, copyright and emerging media. Prerequisite: COM 3316; junior or senior standing.

**COM 4318. Public Relations Campaigns (3).F;S.**

An advanced course providing students with hands-on experience in researching, planning, implementing and evaluating public relations campaigns for various types of organizations. Prerequisites: COM 3318, COM 3618 and COM 3928, or permission of the instructor.

**COM 4319. TV News and Sports Reporting (3).F.**

A course designed to allow students to research, write, produce and edit a number of electronic media/broadcasting projects suitable for television news and sports. Topics covered include news and sport videography and audio, and field production and editing. Prerequisites: COM 2600, COM 2416, and COM 2612.

**COM 4400. Advertising Campaigns (3).F;S.**

*GEN ED: Capstone Experience*

This course is designed to teach the student how to prepare an entire advertising campaign from start to finish. As such, it will incorporate knowledge gained from the variety of courses the student has had previously. Prerequisites: senior standing, COM 2700, and either COM 3302 or COM 3640, or permission of the instructor.

**COM 4402. Advanced Advertising Campaigns (3).S.**

A course designed to prepare students to apply the elements and conduct the strategic development of an advertising campaign for a national student competition. The course will cover advanced advertising campaign principles and techniques, and it will provide opportunities to implement both in an agency-like setting. Prerequisites: COM 4400 and permission of the instructor.

**COM 4416. Video Production II (3).F;S.**

The course is designed to give upper-level video production students an opportunity to produce professional quality, non-fiction programs, including news, public affairs, documentary, essay/commentary, magazine format, and promotional videos. The course expands on the production skills covered in Video Production I and provides more in-depth analysis of the production process. The course covers advanced production techniques, advanced edit techniques, budgets, copyright, grant writing, distribution, marketing, and career options. Prerequisites: COM 2316, COM 3316, and COM 4316; registration is restricted to students admitted to the B.S. degree in Communication, Electronic Media/Broadcasting.

**COM 4418. Public Relations Seminar (3).F;S.**

*GEN ED: Capstone Experience*

Examines the educational preparation and requirements, as well as the professional standards, for public relations practitioners. The course analyses developments which impact the interface between organizations, their publics, and the social environment in which they operate. It is also a critical study of the role of public relations in different organizational settings. Corequisite or prerequisites: COM 4318 and senior standing, or consent of the instructor.

**COM 4420. Multimedia Storytelling (3).**On Demand.

This course examines the ways technology has transformed traditional mass media, while preparing students to work with multiple media as they produce online narratives. Students will create multimedia content to publish to the Web. Prerequisites: one writing class (COM 2610, COM 3301, COM 3302, or COM 3618) AND one technical class (COM 3200, COM 3306, COM 3316, COM 3320, or COM 3420) OR permission of the instructor.

**COM 4425. Task-Oriented Group Facilitation Methods (3).**S.

Develop leadership and group facilitation skills through hands-on instruction that demonstrates how to conduct focused conversations, lead workshops, and accomplish action planning. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want to actively participate in the creation of their own futures. (Same as PLN 4425.)

**COM 4432. Communication Studies Seminar (3).**F;S.

*GEN ED: Capstone Experience*

This capstone course invites students to draw connections between their previous coursework and major works in the discipline, through discussions, presentations, and writing. Students will also construct a portfolio. Prerequisites: senior standing and must be admitted to the B.S. degree in Communication Studies.

**COM 4510. Senior Honors Thesis (3).** On Demand.

Independent study and research. Honors thesis directed by a member of the Department of Communication. Prerequisites: completion of six semester hours of departmental honors work.

**COM 4610. Specialized Reporting (3).**F;S.

*GEN ED: Capstone Experience*

This course is an advanced news writing and reporting course in the journalism sequence. Focus is on reporting for specific news beats to produce stories of publishable quality. Emphasis is also placed on analysis of advanced forms of news writing beyond breaking news, including features and in-depth stories. Prerequisites: COM 3600 and senior standing.

## Department of Military Science and Leadership (MSL)

*Lieutenant Colonel William Barley, Chair*

The Army ROTC program provides college men and women the best available training and experience in the art of leadership. This program includes instruction to develop self-discipline, physical stamina, and poise, as well as the organizational and motivational skills that contribute to success in any career.

The BASIC COURSE consists of the freshman and sophomore years of military instruction (MSL 1001, MSL 1002, MSL 2001, and MSL 2002) and is strictly voluntary. These courses are short (1 or 2 hour) courses providing an overview of the military with opportunities for outdoor training and adventure. Individuals taking these ROTC courses incur no military service obligations. Almost every student eligible to attend Appalachian State University is also eligible to take these courses.

The LEADER TRAINING COURSE (MSL 2003), a five week outdoor, challenging summer camp, may be substituted for the BASIC COURSE. This summer camp is normally taken between the sophomore and junior years. Graduates may be eligible to receive a scholarship covering tuition, fees, and a monthly stipend for their remaining two years of college.

Partial or complete BASIC COURSE credit is available for prior military service or previous ROTC training. Contact the Department of Military Science and Leadership for details.

The ADVANCED COURSE consists of junior and senior years of military instruction (MSL 3001, MSL 3002, MSL 3003, MSL 4001, MSL 4002) and successful completion of the ROTC National Advanced Leadership Camp (MSL 3003), normally taken between the junior and senior years. This course of instruction is offered to those cadets meeting the necessary qualifications. Upon successful completion of the advanced course, the cadet may be offered a commission as a Second Lieutenant in the U.S. Army, Army Reserves, or Army National Guard.

### Minor in Military Science and Leadership (555/28.0301) (24-25 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/military-science-and-leadership-minor-555-2016-2017](http://www.programsofstudy.appstate.edu/military-science-and-leadership-minor-555-2016-2017)

### Scholarships

Two-year, three-year, and limited four-year scholarships are offered by the Department of the Army. These scholarships pay the full cost of tuition, a flat rate fee for textbooks, lab fees and other educational expenses for the duration of the award. They also provide a subsistence allowance of \$300 to \$500 a month up to 10 months of each academic year for which the award is in effect. Participation in the Army ROTC Scholarship Program does not preclude the holding of other scholarships. More information can be obtained from the recruiting officer or from the Chair of the Department of Military Science and Leadership.

### Simultaneous Membership Program

Under this program, a student participates in either the National Guard or the Reserve and ROTC. Participation can lead to financial benefits of \$4,500 per year in federal tuition assistance, drill pay, the GI Bill, and the ROTC subsistence allowance. Total benefits can amount to more than \$70,000. In addition to this, a student who elects to serve in the National Guard or Reserve after earning a commission can qualify for two or three-year Guaranteed Reserve Forces Duty Scholarships which can be used to pay room and board costs. This scholarship can be worth approximately \$5,000 per semester. More information can be obtained from the recruiting officer or from the Chair of the Department of Military Science and Leadership.

### Basic Course Qualification Requirements

A candidate for freshman and sophomore level ROTC training must:

1. Be of good moral character
2. Be a citizen of the United States
3. Be able to graduate before 30 years of age
4. Be physically able to participate in the program of instruction
5. Meet other entrance requirements as determined by the departmental chair, University policy, and current Army regulations

A student who does not meet all of the above requirements should consult with the Department of Military Science and Leadership to determine if waivers can be granted.

### Basic Course Texts and Uniforms

Texts are either available through the University book rental system or they are furnished by the Department of Military Science and Leadership. Uniforms are furnished by the government. Students will be required to reimburse the government for loss of (or negligent damage to) uniform items or other equipment.

## Advanced Course Qualification Requirements

A candidate for junior and senior level ROTC training must:

1. Meet all requirements for the basic course
2. Have a minimum of two years remaining at the University
3. Meet medical requirements for advanced course
4. Possess qualifications for becoming an effective Army officer
5. Have satisfactorily completed the basic course, received a waiver, have satisfactorily completed the Leaders Training Course, or have served as an enlisted person in the active or reserve armed forces with an honorable discharge and have completed basic training
6. Have satisfactorily completed loyalty requirements
7. Accept a commission if offered in either the active Army, Army Reserves, or National Guard
8. Meet other requirements as determined by the departmental chair, current Army regulations, and University policies

A student who does not meet all of the above requirements should consult with the Department of Military Science and Leadership to determine whether waivers can be granted.

## Advanced Course Text and Allowances

Texts are either available through the University book rental system or they are furnished by the Department of Military Science and Leadership. Each cadet enrolled in the advanced course receives subsistence pay at the rate of between \$450 and \$500 per month for up to 20 months. They are paid a travel allowance to and from advanced camp. While at camp, cadets are paid approximately \$950. The total pay and allowances received while in the advanced course are approximately \$19,450 (at a minimum).

## Courses of Instruction in Military Science and Leadership (MSL)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### MILITARY SCIENCE AND LEADERSHIP (MSL)

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#### **MSL 1001. Introduction to the Army and Critical Thinking (1).F.**

The Introduction to the Army and Critical Thinking course introduces students to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the course addresses "life skills" including fitness and time management. MSL 1001 is designed to give the student an accurate insight into the Army profession and the officer's role within the Army. The course teaches leadership topics beneficial to any future leader as well as introducing students to a military lifestyle. The course is open to all students and has no military obligation. The MSL 1001 Leadership Lab consists of skill training and confidence building in subjects such as rappelling, paintball, one rope bridge, military weapons firing, night compass course, orienteering, and other selected subjects.

#### **MSL 1002. Adaptive Leadership and Professional Competence (1).S.**

The Adaptive Leadership and Professional Competence course builds on the experience of the first term and further broadens the introduction to the Army as well as to the leadership skills and the "life skills" needed by an Army officer. The course covers a variety of leadership and communication topics including: goal setting, problem solving methodology, briefings, effective writing, and listening and speaking skills. MSL 1002 teaches leadership topics beneficial to any future leader as well as introducing students to a military lifestyle. This course is open to all students and has no military obligation. The MSL 1002 Leadership Lab consists of skill training and confidence building in subjects such as rappelling, paintball, one rope bridge, military weapons firing, night compass course, orienteering, and other selected subjects.

#### **MSL 1101. Army Physical Fitness (2).F;S.**

*GEN ED: Wellness Literacy*

This course trains students in the physical fitness standards identified by the U.S. Army. This includes education on how constructive personal choices promote fitness, health, and wellness. The course prepares Army ROTC cadets to meet and exceed the physical requirements of the Army, but is also open to non-ROTC students.

#### **MSL 2001. Leadership and Decision Making (2).F.**

This course studies individual leadership characteristics and styles and what makes them successful or unsuccessful in different situations and environments. The course also provides an introduction to practical leadership skills required of a small group leader. Course topics include: leadership principles and characteristics, military written and oral communications; use of the map and compass for land navigation; small unit tactical operations. MSL 2001 continues with leadership instruction appropriate for any future leader, but is especially useful for students demonstrating the potential and desire for possible service as a US Army officer. The course is open to all students and has no military obligation.

The MSL 2001 Leadership Lab includes all the lab topics of MSL 1001 with additional focus on small unit leadership opportunities for emerging leaders. This course may be taken in conjunction with MSL 1001.

### **MSL 2002. Army Doctrine and Team Development (2).S.**

The Army Doctrine and Team Development course examines how to build successful teams, various methods for influencing action, the importance of timing the decision, and creativity in the problem solving process. Students are assisted through the officer pre-qualification process to insure their preparation to begin the demanding two-year Advanced Course curriculum that begins with MSL 3001. MSL 2002 is designed for students demonstrating the potential and desire for possible service as a US Army officer. The course is open to all students and has no military obligation. The MSL 2002 Leadership Lab includes all the lab topics of MSL 1002 with additional focus on small unit leadership opportunities for emerging leaders. This course may be taken in conjunction with MSL 1002.

### **MSL 2003. Cadet Initial Entry-Lateral Entry (CIET-LE) (5).SS**

At the month long Cadet Initial Entry-Lateral Entry Course (CIET-LE) students will be given the opportunity to learn, develop, and practice leadership within a challenging, stressful and competitive framework. The CIET-LE environment (similar to the Outward Bound program) provides students an opportunity to demonstrate overall officer potential and characteristics such as loyalty, duty, respect, selfless-service, honor, integrity, personal courage and leadership. Successful completion of CIET-LE requires a cadet to meet or exceed the standard in a variety of objective evaluations. Normally taken the summer following the sophomore year as substitute for the first two years of ROTC (ROTC Basic Course). This course fulfills the requirements for entry into the ROTC Advanced Course. Training is conducted at Ft. Knox, Kentucky, about an hour south of Louisville, Kentucky. Transportation and expenses are paid for by the government. To receive five hours credit, a student must register and pay a fee to the University. Prerequisite: completion of sophomore year of college, cumulative GPA of 2.0, and selection by the department.

### **MSL 2500. Independent Study (1-4).F;S.**

### **MSL 3001. Training Management and the Warfighting Function (3).F.**

Students conduct self-assessment of leadership style, develop a personal fitness regimen, and have the opportunity to learn how to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities. MSL 3000 level courses prepare a student to become a commissioned officer in the US Army. Prerequisite: Selection by the department as well as successful completion of the Basic Course (first two years of ROTC) or its equivalent as approved by a Professor of Military Science and Leadership. Lecture three hours, laboratory three hours.

The MSL 3001 Leadership Lab places students in demanding leadership positions for training, coaching and evaluation. Labs cover a variety of tactical situations to prepare cadets for success at the National Advanced Leadership Camp.

### **MSL 3002. Applied Leadership in Small Unit Operations (3).S.**

Examines the role that communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities, and pre-camp orientation. MSL 3000 level courses prepare a student to become a commissioned officer in the US Army. Prerequisite: MSL 3001 or permission of a Professor of Military Science and Leadership. Lecture three hours, laboratory three hours.

The MSL 3002 Leadership Lab places students in demanding leadership positions for training, coaching and evaluation. Labs cover a variety of tactical situations to prepare cadets for success at the National Advanced Leadership Camp.

### **MSL 3003. Cadet Leadership Course (4).SS.**

The 30-day National Advanced Leadership Camp (NALC) incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. Advanced Camp tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. Successful completion of this course (along with MSL 4000 level courses) leads to a commission as an officer in the US Army. Usually taken the summer following junior year. Training is conducted at Ft. Lewis, Washington, about an hour south of Seattle. Travel and expenses are paid by the government. To receive four hours of credit, a student must register and pay a fee at the University. Prerequisites: Selection by the department and successful completion of MSL 3001 and MSL 3002.

### **MSL 3500. Independent Study (1-4).F;S.**

### **MSL 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.



**MSL 3530–3549. Selected Topics** (1–4). On Demand.

**MSL 3823. American Military History** (3).F;S.Odd-numbered years.(SS1.Even-numbered years.)

This course explores the American military experience from its origins in the colonial period to the present day. It is designed to view military history from a variety of angles, through multiple perspectives and formats, and to broaden students' views of the American military establishment. We will examine traditional military topics, such as strategy and tactics, and combat operations, as well as exploring "new military history" topics, such as the interaction between war and society, civil-military relations, and the social history of soldiers. We will also explore how political, social, and cultural factors have influenced the nature of warfare and the military institution in American history. (Same as HIS 3823.)

**MSL 4001. The Army Officer (3).F.**

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and leadership and developmental counseling techniques. MSL 4000 level courses complete the student's preparation to become a commissioned officer in the US Army. Prerequisite: MSL 3002 or permission of a Professor of Military Science and Leadership. Lecture three hours, laboratory three hours.

The MSL 4001 Lab places senior cadets in leadership positions of the cadet corps to plan and execute the leadership training of the MSL 3001 cadets and their preparation for the National Advanced Leadership Camp.

**MSL 4002. Company Grade Leadership (3).S.**

Cadets study military law, small unit and staff operations, personal affairs, service customs, and officer orientation in preparation for graduation and commissioning. MSL 4000 level courses complete the student's preparation to become a commissioned officer in the US Army. Prerequisite: MSL 4001 or permission of a Professor of Military Science and Leadership. Lecture three hours, laboratory three hours.

The MSL 4002 Lab places senior cadets in leadership positions of the cadet corps to plan and execute the leadership training of the MSL 3002 cadets and their preparation for the National Advanced Leadership Camp.

**MSL 4500. Independent Study** (1–4).F;S.

## Goodnight Family Department of Sustainable Development (SD)

*Richard Rheingans, Chair*

*Christoffel den Biggelaar  
Brian J. Burke  
Laura E. England*

*Anne C. Fanatico  
Anatoli Ignatov  
Jacqueline Ignatov*

*Dinesh Paudel  
Jennifer H. Westerman  
Rebecca Witter*

The Bachelor of Arts and the Bachelor of Science degrees in Sustainable Development emerge from the United Nations' mandate to engender "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." In practice, sustainable development prepares students to engage in the social, economic, and environmental transformations necessary to create thriving, equitable, and sustainable communities within an ecologically healthy world. The required core is designed to familiarize students with principles and practices of sustainability found in the natural sciences, social sciences, and humanities. The degree aims to prepare students to think critically and constructively about the practices of sustainable development and to have the knowledge and skills necessary to build a sustainable future. The study of sustainable development provides a strong preparation in sustainability for those who wish to pursue graduate work or wish to address sustainability in public, private, and non-profit sectors.

The Goodnight Family Department of Sustainable Development offers the following degree options:

- Bachelor of Arts degree in Sustainable Development (603A/03.0103)
- Bachelor of Science degree in Sustainable Development (604\*/03.0103) with concentrations in: 1) Agroecology and Sustainable Agriculture (604B), 2) Community, Regional, and Global Development (604C), and 3) Environmental Studies (604D)
- Undergraduate minor in Sustainable Development (294/03.0103)

For additional information, visit the website at [www.sd.appstate.edu](http://www.sd.appstate.edu).

### **The Bachelor of Arts degree in Sustainable Development (603A/03.0103)**

The general features of the Bachelor of Arts degree in Sustainable Development are: (1) a series of core courses that give all sustainable development majors a firm grounding in sustainable development theory, perspectives and methods; (2) a cohesive group of courses focusing on one career-oriented area; and (3) a minor in an area of the student's choice.

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-development-ba-603a-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-development-ba-603a-2016-2017)

**The Bachelor of Science degree in Sustainable Development (604\*/03.0103)** with concentrations in Agroecology and Sustainable Agriculture (604B); Community, Regional, and Global Development (604C); and Environmental Studies (604D). The general features of the Bachelor of Science in Sustainable Development are: (1) a series of core courses that give all sustainable development majors a firm grounding in sustainable development theory, perspectives, and methods; (2) a set of three concentrations; and (3) a cohesive group of courses focusing on one career-oriented area.

#### **Agroecology and Sustainable Agriculture Concentration (604B)**

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-development-bs-agroecology-and-sustainable-agriculture-604b-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-development-bs-agroecology-and-sustainable-agriculture-604b-2016-2017)

#### **Community, Regional, and Global Development Concentration (604C)**

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-development-bs-community-regional-and-global-development-604c-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-development-bs-community-regional-and-global-development-604c-2016-2017)

#### **Environmental Studies Concentration (604D)**

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-development-bs-environmental-studies-604d-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-development-bs-environmental-studies-604d-2016-2017)

### **Minor in Sustainable Development (294/03.0103)**

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-development-minor-294-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-development-minor-294-2016-2017)

## Courses of Instruction in Sustainable Development (SD)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### SUSTAINABLE DEVELOPMENT (SD)

#### **SD 2400. Principles of Sustainable Development (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

This course is the foundation course for students interested in pursuing a major or a minor in Sustainable Development. The course will introduce students to the concepts and history of "development," the origins of concerns about "sustainability," and the marriage of these two ideas in the contested notion of "sustainable development (SD)." From that basis, the course will then examine the understanding and use of SD principles in and from various disciplinary and multi/interdisciplinary perspectives. (Global Learning Opportunity course)

#### **SD 2500. Independent Study (1-4).F;S.**

#### **SD 2530-2549. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or a combination of topics not otherwise provided for in the sustainable development curriculum. May be repeated for credit when content does not duplicate.

#### **SD 2610. Science for Sustainability (3).F;S.**

This course is an introduction to the study of the natural sciences as they can be applied to the concepts of sustainability. The basic principles of science studied include: energy; matter; ecology; population growth; carrying capacity; decreasing biodiversity; resource depletion; climate change; and chemical pollution of air, water, and soils. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **SD 2700. Development Theory and Practice (3).F.**

This course provides an overview of major contemporary perspectives on development and underdevelopment, examined through the critical lens of sustainability. Applications to particular topics and alternative models are considered in terms of their effects on people and environment. (Global Learning Opportunity course)

#### **SD 2800. Environmental Justice and Sustainability (3).F.**

This course is a study of relationships between the environmental justice movement and sustainable development. Working at the intersection of these fields, students will gain an understanding of an egalitarian conception of sustainable development known as "Just Sustainability." Students will examine the history of the "Just Sustainability" paradigm; critically analyze questions of race, class, gender, place, and labor as they relate to "Just Sustainability" and the stakeholder theory; and read, evaluate and create case studies. (Global Learning Opportunity course)

#### **SD 3100. Principles of Agroecology (3).F;S.**

This course will focus attention on agricultural systems from an ecological perspective and how such systems can contribute to a more sustainable society. Topics covered in the class will include basic ecological concepts (i.e., the biological, chemical, and physical factors and their interactions) and their application to agricultural systems, production and consumption aspects of food systems, and will address ways to facilitate the promotion of sustainable agriculture.

#### **SD 3125. Applied Farm Operations I (3).F;S.**

This course is a field experience based on the Sustainable Development Teaching and Research farm. Students will be actively engaged in many aspects of a small, diversified farm operation from production through harvesting and marketing of vegetables, field crops, fruits and livestock, as well as maintenance and upkeep of farm infrastructure in order to learn the art and science of small scale sustainable, ecological agriculture. Prerequisite or corequisite: SD 3100. Open to Sustainable Development majors only.

#### **SD 3150. Soil and Soil Fertility Management (4).F.**

In sustainable agriculture, soil health and quality are recognized as key to producing bountiful and nutritious food. A thorough understanding of the nature, properties, and ecology of soil are therefore necessary to the design and management of agroecosystems in which the long-term fertility and productive capacity of the soil is maintained, or even improved. This understanding begins with knowledge of how soil is formed and includes integration of all biological, chemical and physical factors, as well as components that determine soil quality and contribute to the structure and function of the entire soil ecosystem. From this foundation, students will then study how to assess soil quality and how to develop appropriate soil and soil fertility management plans using organic production methods. Lecture three hours, laboratory two hours.

**SD 3170. Permaculture Design (3).**On Demand.

Permaculture is a design science using ethical and biophysical principles combined with scientific methods of observation of nature to create systems that sustainably meet human needs while supporting relevant social, ecological, and economic infrastructures. In this course, students will explore permaculture philosophy and its relevance to the modern world system, while providing students with practical skills and tools to assess specific sites and create holistic designs suited to the objectives and needs of stakeholders. Prerequisite: SD 3100 or permission of the instructor. Lecture two hours, laboratory three hours.

**SD 3200. Agroforestry and Farm Forestry Systems (3).**On Demand.

Agroforestry has been defined by the World Agroforestry Center (2000) as "a dynamic, ecologically based management practice that integrates trees and other tall woody plants in the agricultural landscape to diversify production for increased social, economic and environmental benefits." This course will focus on how the principles, complexity and diversity of agroforestry systems enhance land productivity and sustainability. The social and economic benefits of such systems for farmers, communities and society will also be discussed. Emphasis will be on temperate zone agroforestry systems, in particular those suitable for, or having potential for, north-west North Carolina. As these systems are much more extensive in (sub)tropical areas, agroforestry systems in those areas will also be briefly reviewed. The main emphasis of the course will be plant (crop) and soil aspects and component interactions, both above and below ground and from spatial and temporal perspectives. Prerequisite or corequisite: SD 3100.

**SD 3250. Livestock Production and Management (3).**F.

This course is a survey of the livestock industry, the supply of animal products, and their uses. A special emphasis is placed on the origin, characteristics, adaptation and contributions of farm animals to sustainable agriculture, managing productivity, and minimizing ecological impact of agricultural systems. Prerequisite or corequisite: SD 3100.

**SD 3300. Farm Business Management (3).**S.

This course introduces students to the principles and tools of managerial analysis and decision-making for the profitable operations of farms and farm-related businesses. Emphasis is given to planning, implementing, directing, organizing and controlling a farm business. Topics include financial statements; business analysis; budgeting; acquisition; organization and management of capital, labor, land, buildings and machinery; investment analysis of business-related improvements; and tax implications for management. Through case studies and real-world examples, students will learn to apply micro-economic and agricultural production theories, optimize allocation of resources and products, analyze resource shifts in agricultural production, as well as understand pricing and marketing issues of farm products. Economic concepts useful for management decisions will be reviewed and applied.

**SD 3350. Contemporary Issues in Agriculture and Food (3).**On Demand.

This course will analyze, reflect on, and evaluate current agricultural issues. Examples of probable issues include the industrialization of the agriculture/food system, water rights, sustainable/local/organic agriculture, world hunger and food aid, saving the family farm, food safety, foreign agricultural assistance, the future of farming and food systems, genetic engineering, and others. Alternative perspectives on the issues and policy implications will be discussed. Barring duplication of content, a student may repeat the course for a total of six credit hours. (Global Learning Opportunity course)

**SD 3375. Sustainable Economics and Community Development (3).**S.

What does it mean for economies or development initiatives to be just and sustainable? How are communities around the world mobilizing to advance their own visions of just and sustainable economic development? And what are the prospects for creating alternative economies in today's world? This course provides the theoretical and practical tools needed to explore economic issues from the perspective of sustainable development. Students will examine multiple perspectives on sustainable development, engage critiques of development and sustainability, and analyze case studies of sustainable economic initiatives, alternate economies, and community development. Prerequisite: SD 2700. (Global Learning Opportunity course)

**SD 3460. What Work Means (3).**On Demand.

This course is an examination of the idea and practice of work from a cultural studies perspective with particular emphases on cultural meanings and values of work. Students will study work experiences and their changing characteristics and how cultural expressions of work function within the context of sustainable development.

**SD 3475. Gender, Inequality, and Sustainable Development (3).**On Demand.

This course will examine the evolving relationships between gender-based discriminations, growing social inequalities, and the theory and practice of sustainable development. Students will be exposed to key concepts and analytical tools in the current debates on inequalities, diversities and social changes, drawing on empirical examples from around the world.

**SD 3500. Independent Study (1-4).**F;S.

**SD 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**SD 3530-3549. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or a combination of topics not otherwise provided for in the sustainable development curriculum. May be repeated for credit when content does not duplicate.

**SD 3600. Environmental Humanities (3).On Demand.**

Humanity's relationship to the natural world is embedded in our cultures and manifested in such cultural constructions as philosophy, religion, aesthetics, literature, and the humanities in general. This course introduces students to a humanities-based study of nature and culture.

**SD 3610. Issues in Environmental Sustainability (3).F.**

This seminar course examines humanity's demands on nature, the status of critical life-support functions of natural systems, growing and emerging threats to those systems, and the significance to sustainable development. Through in-depth analysis and discussion of case studies, global ecosystem assessments, and current sustainability science literature, this course deepens student understanding of concepts introduced in Science for Sustainability. Prerequisite: SD 2610.

**SD 3650. Methods for Development Research and Action (3).On Demand.**

This course provides an introduction to research that is tailored to development practice. The course includes an overview of research traditions and ethical considerations, key areas of research in sustainable development, and qualitative and quantitative research methods.

**SD 3700. Environment and Development in the Global South (3).F.**

This course will build an understanding of the connections and tensions between environmental changes and development in the global South, and will examine the ways that grassroots actors have responded to environment and development via social movements. Drawing on the insights of regional political economy and political ecology, this course will build a critical understanding of the connections, contradictions and consequences of development and environmental changes in the global South.

**SD 3715. Literature and the Environment (3).F.**

*GEN ED: Literary Studies Designation; Liberal Studies Experience*

An exploration of literature through the theoretical lens of ecocriticism; students will examine the ways environmental values and practices are expressed in literature. Class readings may be drawn from a particular literary period or national literature, may range across literary periods and national borders, or may be selected thematically. (Same as ENG 3715.)

**SD 3750. Nature, Technology, and Environment (3).F.**

This course is a targeted, in-depth, and critical analysis of technology as social production and construction with specific attention to its influence on sustainable development. This course explores the social relationships embodied in technological systems, the inter-relationships between technology and sustainable development, and relevant historical and contemporary examples. Prerequisite: TEC 2029.

**SD 3800. Classics in Sustainable Development (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

An exploration of landmark texts in the field of sustainable development; whole books will be examined in their biographical, socio-historical, and critical contexts in order to deepen knowledge of significant voices in the discourse of sustainability. Prerequisites: RC 2001 or its equivalent, and junior standing or permission of the instructor. (Global Learning Opportunity course)

**SD 3900. Practicum in Sustainable Agriculture (3).SS.**

This is a hands-on course focusing on the practice of sustainable agriculture. Students will engage agricultural systems from an ecological perspective, explore the biodiverse system of a natural working farm, and understand how such systems contribute to a more sustainable society. We will explore basic ecological concepts (i.e., biological, chemical, and physical factors and their interactions with plants and animals) and their application to agricultural systems, as well as the production and consumption aspects of food systems. Specific topics covered during group meeting sessions will include organic soil health, organic fertilization methods, animal husbandry, pest and disease management, methods to increase biodiversity in the agroecosystem, season extension, cover cropping, composting methods, and agroforestry, as well as marketing and community involvement. Independent work time at the Sustainable Development Teaching and Research Farm is integral to this course. Prerequisite: SD 3100.

**SD 4100. Agroecology Practices, Systems, and Philosophies (3).S.**

This course will provide an in-depth exploration of (1) the ethical and philosophical roots of conventional and alternative agriculture; and (2) the biological, economic and social aspects of different agricultural systems and practices developed in response to perceived shortcomings of conventional modern agriculture. Alternative practices and systems to be compared and contrasted in this course include nature farming, permaculture, biodynamic agriculture, biointensive gardening, and agroforestry (additional systems and practices may be added or substituted based on class interest and consensus). Prerequisite: SD 3100.

**SD 4125. Applied Farm Operations II (3).F;S.**

This is the second required course in the Applied Farm Operations sequence. This course is an advanced field experience at the Sustainable Development Teaching and Research Farm. Students will work as crew leaders on the farm, assisting with skills training and facilitating farm activities while increasing their knowledge of the art, science and management aspects of small scale sustainable, ecological agriculture. Open to Sustainable Development majors in the Agroecology and Sustainable Agriculture concentration only. Prerequisites: SD 3100 and SD 3125. Prerequisites or corequisites: SD 3150 and SD 3250.

**SD 4200. Ecologically-Based Pest Management (4).SS.**

Applied principles of ecologically-based Integrated Pest Management in agricultural, landscape and other environments. Cultural, biological, mechanical/physical, preventive, and organically approved chemical control methods will be featured, with an emphasis on practical ecosystem-based strategies that feature biologically-based controls as the cornerstone of ecological pest management. Prerequisite: SD 3100. Lecture three hours, laboratory two hours.

**SD 4401. Applications in Sustainable Development (3).On Demand.**

An intensive study of special problems, topics, or issues related to the implementation of sustainable development, with emphasis on the evaluation of real-world case studies. The subject matter of this course will vary and barring duplication of subject matter, a student may repeat the course for credit. Prerequisite: SD 2400 or SD 2700 or permission of instructor.

**SD 4510. Thesis/Project (3).On Demand.**

In this course, students will be required to complete a thesis/project that makes use of and integrates the material from the sustainable development core in relation to a significant issue in sustainable development. Students may either write a thesis or conduct a final project, which will be supervised by a member of the sustainable development faculty and read by another Appalachian State University faculty member in a field appropriate to the topic selected by the student. Prerequisite: student must get approval from an advisor of the Sustainable Development department prior to enrolling.

**SD 4530-4549. Selected Topics (1-4).On Demand.**

An opportunity to study a special topic or a combination of topics not otherwise provided for in the sustainable development curriculum. May be repeated for credit when content does not duplicate.

**SD 4550. Senior Seminar (3).F;S.**

*GEN ED: Capstone Experience*

Review, synthesis, reflection, and elaboration on aspects of sustainable development. Designed as a final on-campus opportunity for students to synthesize and integrate the theories and practices that inform sustainable development, to test their ideas in conversation, to connect their individual work with the work and ideas of others, and to examine career opportunities related to sustainability. Variable content. Ideally should be taken during the final semester of on-campus study. Required for majors. Prerequisite: Sustainable Development major with senior standing or permission of the instructor.

**SD 4900. Internship/Practicum (1-9).F;S.**

Supervised work in an appropriate field experience. A critical means to apply theoretical constructs, methods and techniques learned in the classroom to real-world settings. The practicum offers ways of acquiring practical work experience and it provides opportunities to engage in community organizations, non-governmental and governmental organizations, and businesses that seek to advance sustainability in specific ways. The internship/practicum may occur at the local, regional, state, national or international levels. The practicum is an important part of the program's commitment to sustainable development in the wider world. Prerequisite: student must get approval from an advisor of the Sustainable Development department prior to enrolling. Graded on an S/U basis.

**SD 4910. Advanced Internship in Agroecology (3).On Demand.**

An internship in a commercial setting, research laboratory, or research facility; or in a federal, state, or local government or non-government agency. Students will be expected to complete a significant project developed in conjunction with the cooperating outside facility or agency, will keep a daily journal of their internship experience, and will report the results of their internship in a public seminar as well as a written report. Prerequisites: SD 3900 and approval of the Sustainable Development advisor. Graded on an S/U basis.



## **Department of Sustainable Technology and the Built Environment (TEC)**

*Brian W. Raichle, Interim Chair*

*John Clark  
Charles A. Debelius  
Susan C. Doll  
Jeremy C. Ferrell  
Marie C. Hoepfl*

*James B. Houser  
D. Jason Miller  
Jeffrey E. Ramsdell  
Jamie A. Russell  
Dennis M. Scanlin*

*Brent Summerville  
Jerianne S. Taylor  
Andrew W. Windham  
Ok-Youn Yu*

The Department of Sustainable Technology and the Built Environment has developed a reputation for teaching, research and development, and community service in the areas of green building practices, renewable energy, sustainability, and design for the human environment. The Department's mission is to foster a strong and vibrant culture of inquiry, discovery, and innovation that integrates theory with application, problem seeking with problem solving, local issues with global perspectives, and technological progress with environmental stewardship. This mission is accomplished by 1) providing exemplary teaching that inspires and challenges students through experiential learning, synergistic curricula, and community engagement; 2) conducting and disseminating scholarly work that focuses on sustainable solutions to important challenges in the design, creation, and management of technological systems; and 3) serving as a resource and a catalyst for local and global communities through projects, partnerships, and outreach.

The Department of Sustainable Technology and the Built Environment offers the following undergraduate degree programs:

Bachelor of Science degree in Sustainable Technology

Bachelor of Science degree in Building Sciences with concentrations in Architectural Technology and Design, Construction Management, or Sustainable Building Systems

### **Bachelor of Science degree in Sustainable Technology (571A/15.0507)**

The program of study is available at: [www.programsofstudy.appstate.edu/sustainable-technology-bs-571a-2016-2017](http://www.programsofstudy.appstate.edu/sustainable-technology-bs-571a-2016-2017)

Sustainable Technology reflects an approach to technological development, characterized by creative and sound engineering, that recognizes the social, environmental, political, economic, and technical aspects of a proposed technological solution to a problem facing a society. Generally, sustainable technologies are smaller-scale technologies that are ecologically and socially benign, affordable, and often powered by renewable energy. The field is an interdisciplinary one drawing from the physical and social sciences as well as from engineering, architecture, and technology. Areas of interest include energy conversion systems, waste and water management, community and shelter design, technology assessment, small-scale production systems, and technology transfer.

**Bachelor of Science degree in Building Sciences (577\*/52.2001)** has three concentrations: Architectural Technology and Design, Construction Management, and Sustainable Building Systems. *Freshmen entering this program are required to have a laptop computer according to specifications described at:* [www.support.appstate.edu/services/technology-support-center/recommended-computer-specifications](http://www.support.appstate.edu/services/technology-support-center/recommended-computer-specifications)

#### **The Bachelor of Science degree in Building Sciences with a concentration in Architectural Technology and Design (577B)**

The program of study is available at: [www.programsofstudy.appstate.edu/building-sciences-bs-architectural-technology-and-design-577b-2016-2017](http://www.programsofstudy.appstate.edu/building-sciences-bs-architectural-technology-and-design-577b-2016-2017)

#### **The Bachelor of Science degree in Building Sciences with a concentration in Construction Management (577C)**

The program of study is available at: [www.programsofstudy.appstate.edu/building-sciences-bs-construction-management-577c-2016-2017](http://www.programsofstudy.appstate.edu/building-sciences-bs-construction-management-577c-2016-2017)

#### **The Bachelor of Science degree in Building Sciences with a concentration in Sustainable Building Systems (577D)**

The program of study is available at: [www.programsofstudy.appstate.edu/building-sciences-bs-sustainable-building-systems-577d-2016-2017](http://www.programsofstudy.appstate.edu/building-sciences-bs-sustainable-building-systems-577d-2016-2017)

### **Minors in the Department of Sustainable Technology and the Built Environment**

Students not majoring in the Department of Sustainable Technology and the Built Environment may earn one of the following minors:

#### **Sustainable Technology Minor (593/15.0612)**

The program of study is available at: [www.programsofstudy.appstate.edu/appropriate-technology-minor-593-2016-2017](http://www.programsofstudy.appstate.edu/appropriate-technology-minor-593-2016-2017)

#### **Building Science Minor (580/52.2001)**

The program of study is available at: [www.programsofstudy.appstate.edu/building-science-minor-580-2016-2017](http://www.programsofstudy.appstate.edu/building-science-minor-580-2016-2017)

## Honors Program in Sustainable Technology and the Built Environment

The Department of Sustainable Technology and the Built Environment offers a 9 semester hour honors program composed of 6 semester hours of Sustainable Technology and the Built Environment honors courses (or honors contracts or graduate courses) and a 3 semester hour Sustainable Technology and the Built Environment honors thesis. To graduate with "Honors in Sustainable Technology and the Built Environment," a student must be a Sustainable Technology and the Built Environment major, maintain an overall GPA of 3.45, maintain an overall Sustainable Technology and the Built Environment GPA of 3.45, and earn a grade of no less than a "B" in any honors designated course.

## Graduate Degrees in Sustainable Technology and the Built Environment

The Department of Sustainable Technology and the Built Environment offers the following graduate degree: a Master of Science degree in Technology with concentrations in Appropriate Technology, Building Science, Renewable Energy Engineering, and Sustainable Design and Construction. Persons interested in this degree are requested to consult the Graduate Bulletin for further information.

## Courses of Instruction in Sustainable Technology and the Built Environment (TEC)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### TECHNOLOGY (TEC)

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#### **TEC 1017. Communications Technology (3).S.**

An introduction to the study of communication systems, including: electronic data communications; technical drawing and CADD; optics; graphic production techniques; photography; audio; and video. Classroom presentations and activities will emphasize the design, use and impacts of communication technologies. Lecture two hours, laboratory two hours.

#### **TEC 1023. Introduction to Electronics (3).On Demand.**

An introduction to electrical and electronic circuits. Topics included are Ohm's law, Kirchoff's laws, power, DC circuits, network theorems, and an introduction to AC circuits and commonly used electronic components. Theory is reinforced by experiments employing power supplies, circuit components, analog and digital meters, and the oscilloscope. Lecture two hours, laboratory two hours. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **TEC 1123. AC/DC Circuit Analysis (3). On Demand.**

An introduction to capacitance, magnetic circuits, inductance and AC circuit analysis methods. Topics included are transient behavior of currents and voltages, electric and magnetic fields, magnetic circuits, AC circuit analysis, resonance, and network theorems. Theory is reinforced by experiments employing signal generators, resistive and reactive circuit components, meters, and the oscilloscope. Lecture two hours, laboratory two hours. Prerequisite: TEC 1023. Prerequisite or corequisite: MAT 1110. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

#### **TEC 1708. Construction Technology and Building Codes (3).F;S.**

This course provides students with an introduction to the construction process, building materials and designs, management issues, and building codes. Emphasis is given to contemporary trends in residential and commercial construction, with considerable focus on different building types, energy efficient and high performance buildings and building codes. The course includes a lab in which students are introduced to construction management techniques and participate in hands-on construction activities.

#### **TEC 1728. Architectural Graphics and Computer Modeling (3).F;S.**

Fundamentals of architectural graphics including basics of construction, sketching, architectural drafting conventions, CAD techniques, BIM techniques, pictorial drawing, dimensions, sections, and working drawings. Selected assignments from this course will be appropriate for inclusion in student portfolios. Lecture two hours, laboratory two hours. Prerequisite or corequisite: TEC 1708 (Construction Technology and Building Codes).

#### **TEC 2012. Production Techniques in Graphic Arts (3). On Demand.**

Theory and application of different production techniques in photo offset lithography and auxiliary areas. The course will operate in the same manner as a commercial print shop. Lecture one hour, laboratory four hours.

#### **TEC 2029. Society and Technology (3).F;S.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Sustainability and Global Resources")*

This course is designed to provide students with an understanding of the symbiotic relationship between technology and society. Examples of these relationships will be taken from historical accounts and from analyses of contemporary societies both in industrialized and non-industrialized countries. Lecture three hours.

**TEC 2043. Introductory Digital Electronics (3).** On Demand.

An introduction to number systems and codes, Boolean algebra and combinational logic circuits, integrated circuits and logic families, flip-flops, computing circuits, counters and registers. Topics included are switching function reduction and Karnaugh maps, integrated circuit specifications, circuit analysis, logic circuit and sequential machine design. Theory is reinforced by laboratory experiments where logic circuits, sequential machines, etc. are constructed and evaluated. Lecture two hours, laboratory two hours. Prerequisite: TEC 1023. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**TEC 2108. Introduction to Power and Energy Technology (3).** On Demand.

An introduction to the study of sources, conversion, controlling, transmitting, and using power and energy. Emphasis will be placed on external, internal and electrical power and energy converters. Lecture two hours, laboratory two hours.

**TEC 2188. Transportation Systems and Devices (3).**F.

A study of the history and development of transportation systems and devices and the impact of transportation technologies on society. The student will explore the function, characteristics and structure of land, air, water and space transportation systems. Lecture two hours, laboratory two hours.

**TEC 2500. Independent Study (1-4).**F;S.

Approved contract is required.

**TEC 2601. Energy Issues and Technology (3).**F;S.

*GEN ED: Liberal Studies Experience*

This course will explore the various forms of energy and will examine the complete range of energy conversion systems existing in the world today. Students will examine energy resources, their economic and environmental impacts, and technologies used to exploit them. The course consists of three major sections: principles of power and energy, conventional energy resources, and renewable energy resources. Lecture three hours.

**TEC 2718. Building Mechanical Systems (3).**F;S.

This course introduces students to the design and installation of the mechanical systems in buildings - water supply and waste (plumbing); electrical; and heating, ventilation and air conditioning (HVAC). The course combines lectures on the theory, practice, drawing methods, and building codes related to these systems with hands-on procedures. Lecture two hours, laboratory two hours.

**TEC 2758. Surveying, Soils and Foundations (3).**F;S.

This course covers construction from initial site investigation through foundations. Key topics include: soils, soil testing, structural foundation design, surveying, site layout, site plans, and foundation construction. Lecture two hours, laboratory two hours. Prerequisite: MAT 1020.

**TEC 2803. Introduction to Industrial Applications of Computers (3).** On Demand.

An introduction to industrial applications of mainframe and microcomputers; to include BASIC programming, an overview of machine codes, input/output devices, and common industrial applications such as computer-aided drafting (CAD) and computer-aided manufacturing (CAM). Lecture two hours, laboratory two hours.

**TEC 3007. Fundamentals of Computer Numerical Control (3).** On Demand.

Underlying concepts, activities and processes used in Computer Numerical Control/Computer Aided Manufacturing. Students will use microcomputers, CAD, CNC, and CAM software to program and operate various machines used in manufacturing, as well as utilize computers for other operations necessary for a computer integrated manufacturing environment. Lecture two hours, laboratory two hours.

**TEC 3009. Introduction to the Technology Teaching Profession (3).**F.

An introduction to the career and technology education curriculum, as well as the professional roles and responsibilities of Technology Education and Trade and Industry teachers. Course expectations include lab activities related to career and/or technology education curriculum in North Carolina, interviews with master teachers, and field experiences in regional Career and Technical classrooms at the middle and high school levels. Prerequisite or corequisite: TEC 2029. Prerequisite: RC 2001 or its equivalent.

**TEC 3013. Electronic Communications (3).** On Demand.

A study of modern electronic communications systems. Topics included are the representation of information by electronic signals, encoding, modulation, multiplexing, bandwidth and the transmission and reception of signals. Additionally, an introduction to communications media, modern networking, protocols, etc. is presented. Theory is reinforced by laboratory experiments. Lecture two hours, laboratory two hours. Prerequisite: TEC 1023.

**TEC 3035. Architectural Field Study (1-3).**On Demand.

Travel, tours, and study of areas of interest within the architecture profession. Metropolitan areas, historic building sites, design firms, and museums are typical destinations. Attendance and overnight stays are required. Graded on an S/U basis. Prerequisite: TEC 3728 or permission of the instructor.

**TEC 3036. Construction Management Field Study (1-3).**On Demand.

Travel, tours, and study of areas of interest within the construction industry. Conferences, large construction sites, and construction firms are typical destinations. Attendance and overnight stays are required. Graded on an S/U basis. Prerequisite: TEC 3728 or permission of the instructor.

**TEC 3037. Sustainable Building Systems Field Study (1-3).**On Demand.

Travel, tours, and study of areas of interest within the building performance industry. Conferences, buildings for field research, and building performance firms are typical destinations. Attendance and overnight stays are required. Graded on an S/U basis. Prerequisite: TEC 3728 or permission of the instructor.

**TEC 3038. Commercial Construction Technology (3).**F;S.

This course introduces students to the technical, economic and managerial aspects of the commercial and industrial construction industries. Primary emphasis is on the equipment, materials, and construction processes used in commercial construction. Lecture three hours. Prerequisites: MAT 1020, TEC 1708, and TEC 2758.

**TEC 3039. Materials Science (3).**F;S.

An in-depth study of the structure, characteristics, analysis, and application of modern engineering materials, with an emphasis on the processing/structure/properties/performance interrelationship. Topics include atomic structure and bonding, crystal structure and imperfections, solidification, mechanical properties, strengthening mechanisms, failure analysis, phase diagrams, heat treatment, corrosion and degradation, and materials characterization techniques. Lecture two hours, laboratory two hours.

**TEC 3053. Electronic Troubleshooting Techniques (3).** On Demand.

A study of the methods used to locate faulty components and other sources of equipment failure in modern electronic systems. Topics included are functional analysis, diagnostics, performance verification, and repair methods. Lecture two hours, laboratory two hours. Prerequisite: TEC 2043.

**TEC 3111. Portfolio Development (3).**F;S.

As students prepare for careers in a design field they should be aware of the importance of having a strong portfolio when looking for a job. The portfolio is one of the primary means of communication to show what one can do, and how one thinks or goes about solving a problem. This course will lead the students into the process of building their portfolios to a level that will allow them to be able to begin to compete for the jobs that are out there.

**TEC 3113. Administering Desktop Operating Systems (3).** On Demand.

This course provides students with experience in installation, configuration, troubleshooting, and administration of desktop operating systems. A wide variety of topics will be covered, including: installation techniques, storage management, hardware, security, and printers. Lecture two hours, laboratory two hours. Prerequisite: TEC 2803.

**TEC 3133. Server Based Operating Systems (3).** On Demand.

This course provides students with experience in installation, configuration, troubleshooting, and administration of server based operating systems. A wide variety of topics will be covered, including: storage management, network hardware, network protocols, and network printers. Lecture two hours, laboratory two hours.

**TEC 3153. Advanced Electronic Troubleshooting Techniques (3).** On Demand.

This course is a continuation of TEC 3053, Electronic Troubleshooting Techniques. A study of the methods used to locate faulty components and other sources of equipment failure in modern electronic systems. Topics included are functional analysis, diagnostic, performance verification, and repair methods. Lecture two hours, laboratory two hours. Prerequisite: TEC 3053.

**TEC 3500. Independent Study (1-4).**F;S.

Approved contract is required.

**TEC 3520. Instructional Assistance (1).**F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

**TEC 3530–3549. Selected Topics (1–4).** On Demand.

**TEC 3604. Sustainable Transportation (3).**F;S.

This course will introduce students to emerging technologies and strategies for creating sustainable transportation systems. Specific topics may include: public transportation strategies, bicycle technologies, electric vehicles, energy efficient transportation options, and alternative fuels such as biodiesel, alcohol, natural gas, and hydrogen. The environmental, social, economic, and technological aspects of these options will be explored. Students will complete a significant independent project. Lecture three hours. Prerequisites: TEC 2601 and TEC 3638, or permission of the instructor.

**TEC 3605. Sustainable Resource Management (3).**F.

This course will introduce students to material efficiency strategies, recycling, composting, and the concept of life cycle design. A range of resource management philosophies, technologies and techniques will be discussed and analyzed. Students will complete a significant independent project. Lecture three hours. Prerequisite: TEC 2029 or permission of the instructor.

**TEC 3606. Sustainable Water and Wastewater Technology (3).**S.

This course will introduce students to both traditional and alternative water and wastewater treatment methods and technologies. Students will study how to analyze the water cycle and how to develop water management strategies which are both economically and environmentally sustainable. Topics may include water availability, water quality and purification techniques, water quality assessment, water pumping, efficiency, grey water, composting toilets, “living machines”, and water policy. Students will complete a significant independent project. Lecture three hours. Prerequisite: TEC 2029 or permission of the instructor.

**TEC 3607. Electro/Mechanical Systems (3).**On Demand.

A study of mechanical systems and controls used in industry today. Basic mechanical, electrical, hydraulic, and pneumatic systems and their components will be included in the classroom activities. Lecture two hours, laboratory two hours.

**TEC 3638. Foundations of Sustainable Technology (3).**F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course will explore through writing current topics in the sustainable technology field. Assignments will involve writing with feedback. Topics for writing assignments may include technical reports, white papers, system documentation, opinion pieces, summaries, literature reviews, experimental methods, and data analyses. The APA format will be stressed. Lecture three hours. Prerequisites: TEC 2029 and TEC 2601, or permission of the instructor, and RC 2001 or its equivalent.

**TEC 3718. Construction Estimating (3).**F;S.

This course provides students with the opportunity to explore and develop estimating skills used in the construction industry. Course material includes estimating unit costs of building components, quantity take-offs, and preparation of an overall project bid. Students prepare estimates using self-developed computer spreadsheets and are exposed to commercially available estimating software. Prerequisites: MAT 1020 or higher, TEC 1708, TEC 3038, and basic knowledge of computer word processing, Internet procedures, and spreadsheets. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**TEC 3728. Architectural Design Studio I (3).**F;S.

This course will introduce students to the basic concepts of architectural design and some of the most important architects in recent history. The course will present the tools, processes, graphic conventions, and standards used in the design and construction of buildings. As a final project, students will design a building and prepare computerized construction drawings. Lecture two hours, studio two hours. Prerequisites: TEC 1708 and TEC 1728, or permission of the instructor.

**TEC 3738. Statics and Strength of Structures (3).**F;S.

This course utilizes a practical approach to introduce students to the principles and physical concepts of statics and strength of materials related to construction. Statics is the study of bodies and forces in equilibrium. The study of bridge types, trusses, and other structures will be integrated into the coursework in order to provide a practical framework for the subject matter. Lecture two hours, laboratory two hours. Prerequisites: MAT 1020, PHY 1103, TEC 1708, TEC 1728, TEC 2758, and TEC 3039.

**TEC 3748. Building Science (3).**F;S.

*GEN ED: Writing in the Discipline (WID)*

This course introduces students to the complex ways in which buildings interact with their environment. Topics may include indoor air quality, building durability, energy efficiency, and client comfort. Students will use building diagnostic equipment to test for house and duct leakage, indoor air quality, humidity, and air flow. The course also emphasizes interpreting and translating these findings into concise summaries as well as comprehensive written reports. Lecture two hours, laboratory two hours. Prerequisites: TEC 1708 and TEC 2718, MAT 1020 or higher, or permission of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **TEC 3758. Architectural Design Studio II (3).S.**

This is an advanced level course exploring the broad field of architectural building design. It investigates form, space, tectonics, and details of buildings. Students have the opportunity to learn a variety of design development techniques, including manual drafting, sketching and rendering, computer software, and physical model building. Required course projects include presentation drawings, construction drawings, renderings, and models. Lecture two hours, studio two hours. Prerequisite: TEC 3728.

### **TEC 3803. Network Administration (3). On Demand.**

Students in this course will study basic strategies to manage, monitor, configure, and troubleshoot network services. Data security and integrity, and user management will be the main emphasis of the discussions. Lecture two hours, laboratory two hours. Prerequisite: TEC 3133.

### **TEC 3807. Construction Safety (1).On Demand.**

A comprehensive coverage of occupational safety and health based upon OSHA standards. Students will be required to satisfactorily complete the OSHA 10 hour Construction course and must provide a certificate of completion. Graded on an S/U basis.

### **TEC 3900. Industry Internship (1–3).On Demand.**

Field experience or employment in the area of the student's interest. Prerequisite: 16 hours of coursework in the major must be completed. Graded on an S/U basis. (Hours requirement for one credit hour is 160 hours, with 80 hours required for each additional credit.)

### **TEC 4093. Senior Design and Fabrication Project (3).On Demand.**

A course in research and development of electronic systems. System design and integration will be emphasized. With the guidance of the instructor, students will identify a need, and develop an appropriate design. The design will be implemented and evaluated using modern components and subsystems. Lecture two hours, laboratory two hours. Prerequisite: TEC 3803.

### **TEC 4103. Leadership in Technical Settings (3).F;S.**

This course provides an introduction to the nature of leadership in technical settings. Special emphasis is on behavior of individuals and groups in organizations. Students will begin to develop their own views of leadership based on theory, research, and experience. Lecture three hours.

### **TEC 4407. Production Planning and Control (3).On Demand.**

An applied study of process planning and production control systems used in modern manufacturing. To include such topics as: production planning, automation, time and motion study, order control, flow control and quality control, and plant layout. Lecture two hours, laboratory two hours.

### **TEC 4510. Senior Honors Thesis (1-3). On Demand.**

Independent study and research. Honors thesis directed by a member of the Department of Technology & Environmental Design. Co- or prerequisites: completion of 6 semester hours of departmental honors work and permission of the departmental honors coordinator.

### **TEC 4572. Production Management (3). On Demand.**

Practical management techniques and experience in the areas of sales, finance and high, middle, and lower level personnel management in an active printing production facility. This course will be taught concurrently with TEC 2012 Production Techniques in Graphic Arts. Lecture one hour, laboratory four hours. Prerequisite: TEC 2012.

### **TEC 4573. Control System Technology (3). On Demand.**

A detailed study of the architecture of modern programmable control systems. The course will include computation, machine representation of information, storage structures, buses, input/output interfacing, peripheral devices, and instruction codes. Theory to be reinforced by hands on experience. Some theory and practical experience in Programmable Logic Controllers (PLC) will be introduced. Lecture two hours, laboratory two hours. [Dual-listed with TEC 5573.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4607. Wind and Hydro Power Technology (3).F;S.**

This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert wind and hydro resources into electricity. Students will study how to measure these renewable resources and to estimate the power that could be produced from them. They will also have the opportunity to learn how to design and construct complete renewable electricity systems and become familiar with many contemporary products used in renewable electricity systems. The course will include classroom and "hands-on" design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. Prerequisites: TEC 1708, TEC 1728, TEC 2029, TEC 2601, TEC 2718, and TEC 3638 or permission of the instructor. [Dual-listed with TEC 5607.] Dual-listed courses require senior standing.



### **TEC 4608. Photovoltaic System Design and Construction (3).F;S.**

This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert solar resources into electricity with photovoltaic (PV) technologies. Students will study how to assess the solar resources available at a particular site and how that information can be used to properly design PV systems. They will also have the opportunity to learn how to design and construct complete code compliant photovoltaic systems and become familiar with contemporary trends and products. The course will include classroom and "hands-on" design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. Prerequisites: TEC 1708, TEC 1728, TEC 2029, TEC 2601, TEC 2718, and TEC 3638 or permission of the instructor. [Dual-listed with TEC 5608.] Dual-listed courses require senior standing.

### **TEC 4618. Sustainable Building Design and Construction (3).F;S.**

This course introduces students to the concepts and best practices related to sustainable building design and construction. Course topics include green building certification programs, sustainable building design software, high performance construction practices, resource efficient material selection, sustainable site planning, water efficiency, indoor air quality, and passive solar design. The course also explores a variety of unconventional building techniques and building materials such as straw bale, adobe, cob, and geodesics. Other topics discussed include sustainable community design, low impact development, composting, recycling, and grey water systems. Prerequisites: TEC 1708 and TEC 2718 or permission of the instructor. [Dual-listed with TEC 5618.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4619. Curriculum Development in Career and Technology Education (3).SS.**

Planning and development of teacher- and student-directed activities that align with state curriculum models. Students will create instructional videos and a variety of computer-generated instructional materials for use in technology education and other career and technical education programs. Emphasis is also placed on assessment strategies and on locating, evaluating, and revising existing instructional materials including computer-based materials. Lecture three hours. [Dual-listed with TEC 5619.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4628. Solar Thermal Energy Technology (3).F;S.**

This course will introduce students to the basic concepts, tools, materials and techniques needed to convert solar energy into heat. Specific technologies to be studied include solar cookers, solar dryers, solar water heaters, solar water pasteurization/distillation, solar greenhouses/coldframes, and some house heating systems. Students should develop skills in the use of tools, materials, and processes which effectively and efficiently capture and convert the sun's energy into thermal energy. The course will include traditional classroom and "hands on" design, construction and testing activities. Lecture two hours, laboratory two hours. Prerequisites: TEC 1708, TEC 1728, TEC 2029, TEC 2601, TEC 2718, and TEC 3638 or permission of the instructor. [Dual-listed with TEC 5628.] Dual-listed courses require senior standing.

### **TEC 4629. Organization and Management of Career and Technology Education (3).S.**

Instruction and laboratory experiences in the organization and management of technology education programs, including: selection and sources of equipment and supplies; facility planning; safety organization and management concerns; scheduling; student evaluation; and discipline. Computer applications incorporated throughout. Lecture three hours. [Dual-listed with TEC 5629.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4638. Contemporary Problems in Sustainable Technology (3).F;S.**

#### *GEN ED: Capstone Experience*

This course is designed to provide students with an overview of contemporary problems facing the Sustainable Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required. Lecture two hours, laboratory two hours. Prerequisite: TEC 4608 or permission of the instructor.

### **TEC 4639. Career and Technical Student Organizations (3).S.**

An in-depth study of career and technical student organizations (CTSOs) and how to organize and manage a local chapter. Related activities such as service learning, establishing an advisory board, and career planning will also be covered. Lecture three hours. [Dual-listed with TEC 5639.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4649. Cooperative Vocational and Industrial Education (3).On Demand.**

Organization and administration of a cooperative program for vocational or interdisciplinary areas. Included are locating and maintaining training stations and developing training plans. Lecture three hours.

### **TEC 4660. Instructional Strategies in Career and Technology Education (3).F.**

The study of instructional strategies appropriate for use in trade and industry (grades 9-12) and technology education (grades K-12) classrooms. Class discussions will focus on learning theory, design-based instruction, and standards-based instructional planning. Students will prepare lesson plans, prepare and deliver presentations and demonstrations, and engage in K-12 classroom-based observations. Lecture three hours. [Dual-listed with TEC 5660.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4667. Housing and Home Furnishings Seminar (1).On Demand.**

A seminar structured to prepare managers and leaders for careers in industry with emphasis on home furnishings, construction, and design. A highly interactive, open course with limited enrollment and guest speakers. Two-hour seminar, one day per week. The course includes an all day trip to the High Point furniture market. Graded on an S/U basis.

### **TEC 4700. Biofuels Technology (3).F;S.**

An examination of evolving biofuel technologies such as biodiesel, alcohol, cellulose products, and methane which are being developed to displace depleting fossil fuels (diesel, gasoline, natural gas, and coal). This course will introduce students to the basic concepts, tools, techniques, and materials needed to assess, design, and construct biofuels technology systems. Coursework will include multimedia presentations, lectures, discussions, films, field trips, homework, guest-speakers, and laboratory activities. Topics include: internal combustion engine technology, biodiesel chemistry and physical properties, combined heat-power systems, materials compatibility, by-products, closed-loop designs, energy balance, life cycle assessment, ASTM specifications, fuel analysis, feedstocks, biofuels and agriculture, biofuels in developing countries, ethanol, cellulosic ethanol, biogas and landfill gas, and eco-industrial models. Lecture two hours, laboratory two hours. Prerequisite: TEC 3638, or permission of the instructor. [Dual-listed with TEC 5700.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4711. Computer Modeling of Renewable Energy Systems (3).F;S.**

This course will introduce students to a variety of software packages for modeling the performance of renewable energy systems, and will help them develop proficiency in their use. Software packages may include Excel, FChart, PVFChart, BLCC, HOMER, WindCAD, RETScreen, and ARCReader. Students will study how to predict the performance of a variety of solar heating technologies, photovoltaics, wind turbines, and solar house designs. The economics and environmental benefits of renewable energy systems will also be explored. File formats and memory allocation schemes, as they relate to understanding data storage, will be discussed. Effective problem solving skills will be emphasized throughout the course. Lecture two hours, laboratory two hours. Prerequisite: TEC 3638 or permission of the instructor. [Dual-listed with TEC 5711.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4718. Construction Management (3).On Demand.**

This course introduces students to the mechanics of managing construction projects and personnel. Organizational structures, required licenses, codes, permits, safety requirements, personnel management, customer relations, scheduling, accounting, insurance, and financing are addressed. Special attention is given to the use of computer software, such as spreadsheets and scheduling programs, for construction management activities. Prerequisites: MAT 1020 or higher, TEC 1708, TEC 2718, TEC 3038, TEC 3718, and basic knowledge of computer word processing, Internet procedures, and spreadsheets. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with TEC 5718.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

### **TEC 4738. Architectural Design Studio III (4).F.**

This course builds on previous courses in construction technology and architectural design to demonstrate to the student how to integrate the myriad aspects of architecture - from art to environment to materials to spaces to construction - into successful building designs. The course stresses application of design fundamentals to building design, but emphasizes the key elements of buildability, efficiency, durability and indoor air quality. Lecture two hours, studio four hours. Prerequisites: TEC 3748 and TEC 3758.

### **TEC 4748. Architectural Design Studio IV (4).S.**

This course serves as the capstone course for the major in Building Sciences with a concentration in Architectural Technology and Design. The course proceeds through the entire architectural design process during the semester, culminating in the design of a structurally sound, efficient, durable, high performance building that meets all relevant building codes. Lecture two hours, studio four hours. Prerequisites: TEC 3038, TEC 3718, TEC 3738, and TEC 4738.

### **TEC 4758. Planning and Scheduling (3).F;S.**

This course introduces students to the complex process of planning for construction projects. The course covers project planning and scheduling, determining and leveling project resources, estimating, budgeting, and cost control for construction projects. Special attention will be given to the use of specialized scheduling software for construction management activities. Prerequisites: MAT 1020 or higher, TEC 1708, TEC 2718, TEC 3038, and TEC 3718. [Dual-listed with TEC 5758.] Dual-listed courses require senior standing;

juniors may enroll with permission of the department.

**TEC 4768. Construction Administration (3).F;S.**

This course is an in-depth study of the administrative aspects of construction projects. Topics covered include organizational structures, required licenses, taxes, codes, permits, safety requirements, personnel management, customer relations, value engineering, insurance, accounting, and financing. Prerequisites: MAT 1020 or higher, TEC 1708, TEC 2718, TEC 3038, and TEC 3718.

**TEC 4778. Integration of Building Design and Construction Management (3).F;S.**

This is an advanced level course exploring the broad field of how architectural building design, engineering, and construction management interface with one another. It investigates Integrated Project Delivery methods using Computer-aided Drafting and Design (CADD), Building Information Modeling (BIM) and physical model building. Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling. Lecture two hours, laboratory two hours. Prerequisites: TEC 3718, TEC 3728, TEC 3738. Corequisite: TEC 4758.

**TEC 4788. Integration of Energy and Building Systems (3).F;S.**

This course is an advanced study of the physical principles behind the interaction of both residential and commercial buildings with the environment, including the performance of heating, cooling, ventilation, and humidity control systems. Traditional, high performance, and emerging technologies and practices are studied in the context of energy efficiency. Load calculations, system specification, and system integration are explored using the latest building information modeling (BIM) software tools. Lecture two hours, laboratory two hours. Prerequisites: TEC 3718, TEC 3728, TEC 3748, TEC 4618.

**TEC 4900. Internship (3–12).F;S.**

*GEN ED: Capstone Experience*

Graded on an S/U basis.

**TEC 4910. Practicum in the Career and Technology Education Classroom (1).F;S.**

Prospective technology education teachers are introduced to technology education classrooms and school communities through field experiences in secondary schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Students will complete inquiry projects and participate in interdisciplinary teaming while developing rapport with technology education students and examining the context of effective technology education learning environments. This course provides experiential learning through both field experiences and weekly lectures. Prerequisite or corequisite: TEC 4660. Graded on an S/U basis.

## Department of Theatre and Dance (TD)

*Kevin S. Warner, Chair*

*Jennifer Ackland*

*Marianne Adams*

*Lauren E. Atkins*

*Emily Daughtridge*

*Derek S. Davidson*

*Derek P. Gagnier*

*Cara H. Gelber*

*Regina Gulick-James*

*Michael L. Helms*

*Gordon A. Hensley*

*Rebecca J. Keeter*

*Teresa E. Lee*

*Susan W. Lutz*

*Martha A. Marking*

*Keith T. Martin*

*John T. Marty*

*Paulette J. Marty*

*Ray Miller*

*Sherone D. Price*

*Kin-Yan E. Szeto*

*Anna G. Ward*

*Joel W. Williams*

*Sue S. Williams*

The Department of Theatre and Dance prepares students to pursue paths that may include professional careers in the performing arts, graduate school, teacher certification in theatre, or interdisciplinary/avocational interests in theatre and dance. Classroom learning is enhanced by the department's commitment to an active co-curricular performance/production program that features the creative work of faculty and students. New and published works are created in the Appalachian Dance Ensemble, the Appalachian Young People's Touring Theatre, the University Theatre, and through collaborations within the university and with professional partners.

The department strives to maintain working relationships with professional performing organizations and performing groups, providing students with opportunities for internships, performing opportunities and creative collaborations. The department encourages development of student leadership and service by actively supporting student organizations including Alpha Psi Omega, the Appalachian Consortium of Theatre Teachers, Appalachian Musical Theatre Club, Entropy Dance Crew, Momentum Dance Club, Playcrafters, Technical Theatre Club, and Women and Inclusive Theatre Troupe.

### **The Bachelor of Arts degree in Dance Studies (581A/50.0301)**

The program of study is available at: [www.programsofstudy.appstate.edu/dance-studies-ba-581a-2016-2017](http://www.programsofstudy.appstate.edu/dance-studies-ba-581a-2016-2017)

### **The Bachelor of Arts degree in Theatre Arts (591\*/50.0501)**

For the Bachelor of Arts in Theatre Arts, students must select one of the following concentrations:

#### **General Theatre concentration (591B)**

The program of study is available at: [www.programsofstudy.appstate.edu/theatre-arts-ba-general-theatre-591b-2016-2017](http://www.programsofstudy.appstate.edu/theatre-arts-ba-general-theatre-591b-2016-2017)

#### **Performance concentration (591C)**

The program of study is available at: [www.programsofstudy.appstate.edu/theatre-arts-ba-performance-591c-2016-2017](http://www.programsofstudy.appstate.edu/theatre-arts-ba-performance-591c-2016-2017)

#### **Theatre Design/Technology concentration (591D)**

The program of study is available at: [www.programsofstudy.appstate.edu/theatre-arts-ba-theatre-designtechnology-591d-2016-2017](http://www.programsofstudy.appstate.edu/theatre-arts-ba-theatre-designtechnology-591d-2016-2017)

#### **Theatre Education concentration (591E)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/theatre-arts-ba-theatre-education-591e-2016-2017](http://www.programsofstudy.appstate.edu/theatre-arts-ba-theatre-education-591e-2016-2017)

### **Admission and Requirements for the BA degrees in the Department of Theatre and Dance**

1. The Bachelor of Arts degree in Dance Studies is open to any student who has been admitted to Appalachian State University. An overall GPA of 2.5 is required in the major.
2. The Bachelor of Arts degree in Theatre Arts with a concentration in General Theatre is open to any student who has been admitted to Appalachian State University. An overall 2.0 GPA is required in the major.
3. The Bachelor of Arts degree in Theatre Education is open to any student who has been admitted to Appalachian State University. An overall GPA of 2.0 is required in the major; a cumulative GPA of 2.7 is required for teacher licensure.
4. The Bachelor of Arts degree in Theatre Arts with a concentration in Performance is open to students who have successfully interviewed with the performance faculty. A current performance resume, an 8x10 headshot, and a brief written statement expressing performance major goals are required for the interview. The student may be asked to perform a two-minute audition if the performance faculty is not familiar with the student's acting work. The student may receive no grade lower than a "B-" in any performance course in the major in order to continue in the program. The student must pass a juried audition and interview at the end of each year to determine the student's ability to successfully continue in the Performance concentration.
5. The Bachelor of Arts degree in Theatre Arts with a concentration in Theatre Design/Technology is open to students through an interview with the design/technology faculty. Once admitted to Appalachian or during the first year of residence, the student should fill out an application form and submit it along with a current production resume. The student will be asked to present a design and/or technical portfolio. In order to continue in the program, the student must maintain a minimum overall GPA of

2.7 in the (\*) designated major courses as noted on the program of study for this concentration. The student must successfully complete a portfolio review and interview each year to determine the student's ability to continue in the Theatre Design/Technology concentration. Failure to do so could result in the student being dropped from the concentration. Requirements for the portfolio review can be found on the department website at <http://theatreanddance.appstate.edu/portfolio-review-criteria>.

**A minor in Dance (515/50.0301)** (17-18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/dance-minor-515-2016-2017](http://www.programsofstudy.appstate.edu/dance-minor-515-2016-2017)

**A minor in Theatre Arts (586/50.0501)** (17-18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/theatre-arts-minor-586-2016-2017](http://www.programsofstudy.appstate.edu/theatre-arts-minor-586-2016-2017)

**Honors Program in Dance Studies**

The Department of Theatre and Dance provides the opportunity for highly qualified students to graduate with honors in Dance Studies. Applicants for the departmental honors program must have completed 30 semester hours including 6 semester hours in Dance Studies with an overall GPA of 3.45. Admission into the Dance Studies honors program is by application to, and recommendation of, the departmental honors committee. Space in the track is limited, and not all students meeting the application criteria may be accepted into the track.

In order to graduate with honors in Dance Studies, a student must maintain an overall GPA and a GPA in Dance Studies courses of 3.5 or better. The student must satisfactorily complete an honors contract (made between the student and the professor teaching the course) in the two of the following courses: DAN 3430, 3435, 4460, 4480, 4870 or other approved DAN course(s) at the 3000 or 4000 level. Additionally, all Dance Studies honors students must complete DAN 4510, an honors thesis/project. The honors thesis/project must include the primary dance studies professor and a secondary professor from outside the department as a secondary advisor. An honors student must make a grade of no less than "B" in any of their selected nine semester hours of departmental Honors-designated courses.

Note: The honors program in Dance Studies requires a minimum of three semesters to complete. Honors courses in Dance Studies are not offered during summer sessions.

**Honors Program in Theatre Arts**

The Department of Theatre and Dance provides the opportunity for highly qualified students to graduate with honors in Theatre Arts. Applicants for the departmental honors program must have completed 30 semester hours including 6 semester hours in Theatre Arts with an overall GPA of 3.45 or higher. Admission to the Theatre Arts honors program is by application to, and recommendation of, the departmental theatre honors committee. Space in the program is limited, and not all students meeting the application criteria may be accepted into the program.

In order to graduate with honors in Theatre Arts, a student must maintain an overall GPA and a GPA in Theatre Arts courses of 3.5 or higher. The student must satisfactorily complete an honors contract (made between the student and the professor teaching the course) in two THR courses at the 3000 or 4000 level and complete THR 4510, an honors thesis/project. The honors thesis/project must include the primary theatre professor as an advisor and another professor as a secondary advisor. Additionally, a student must make a grade of no less than B in any of their selected 9 hours of departmental honors designated courses to graduate with honors in Theatre Arts.

**Courses of Instruction in Dance (DAN) and Theatre (THR)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

**DANCE (DAN)**

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**DAN 1400. Modern Dance I** (2).F;S.

*GEN ED: Wellness Literacy*

An introduction to modern dance as an art form with the beginning practice of movement technique. Emphasis will be on the discovery of skills to develop the articulation and expressiveness of the body. The course will be an introduction to the medium of modern dance through the concepts of time, space, force and direction while integrating alignment and placement. Historical perspectives as well as aesthetic values will be covered. May be repeated one time for credit.

**DAN 1410. Beginning Ballet I** (2).F;S.

*GEN ED: Wellness Literacy*

A beginning study of the art of classical ballet with emphasis on basic vocabulary, alignment/placement, classical historical traditions and basic combinations of movement. May be repeated one time for credit.

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**DAN 1420. Jazz I (2).F.**

*GEN ED: Wellness Literacy*

A study of beginning jazz dance technique with an emphasis on rhythmic awareness, style and cultural traditions. May be repeated one time for credit. Prerequisite: DAN 1400 or DAN 1410.

**DAN 1430. African Dance (2).F;S.**

*GEN ED: Wellness Literacy*

This course is an introduction to the study of West African dance technique. The course emphasizes the movement vocabulary of West African dance while also providing historical and cultural perspectives on cross cultural dance styles. The course introduces students to the alignment, mechanics, musicality and performance qualities associated with West African dance, while also addressing the central role dance plays in the socio-spiritual life of African people. May be repeated one time for credit.

**DAN 2010. Exploring the Arts: Dance (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Imagination, Innovation, and Meaning")*

This course will explore the meaning, history, and aesthetics of dance. It will include cross-cultural comparisons and the influence of other art forms throughout the history of dance. The course will be primarily lecture with demonstrations, video, and some experiential work.

**DAN 2020. World Dance (3).S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Expressions of Culture")*

This course will explore dance as a vital contribution to cultural understanding from various regions and cultures around the world including the Americas, Africa, Europe, Asia and Oceania.

**DAN 2030. Dance, Media and Culture (3).On Demand.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Expressions of Culture")*

This course will focus on the intersection of dance, media and culture by contextualizing an emerging role of dance from an elitist perspective to a populist activity. Content will include a global perspective of dance on film, technological advances in digital dance media and the creation of fusion dance forms as a means of cultural expression.

**DAN 2106. Performance Activity: Dance (0-1).F;S.**

Performance activity is available to all students by audition for dance ensemble. May be repeated for credit. A maximum of two semester hours of credit in DAN 2106 will apply toward graduation.

**DAN 2107. Production Running Crew (0-1).F;S.**

Production running crew is available to all students. Specific jobs and hours will be arranged with the instructor. May be repeated for credit. A maximum of two semester hours of credit in DAN 2107 will apply toward graduation.

**DAN 2400. Modern Dance II (2).F;S.**

*GEN ED: Wellness Literacy*

A second (intermediate) level study of modern technique and basic elements of dance with more emphasis given to the refinement of skills and aesthetic elements. May be repeated one time for credit. Prerequisite: DAN 1400 or permission of the instructor.

**DAN 2410. Ballet II (2).F;S.**

*GEN ED: Wellness Literacy*

A beginner/intermediate class in classical ballet technique designed to facilitate skill in allegro and adagio work with an emphasis on developing line, style, placement and musicality. Focus will be on expanding the dancer's artistry through the development of articulation, precision and conditioning. May be repeated for a total credit of four semester hours. Prerequisite: permission of the instructor.

**DAN 2420. Jazz II (2).S.**

*GEN ED: Wellness Literacy*

A second level study of jazz technique and advanced elements of dance with more emphasis given to the refinement of skills including rhythmic awareness and dynamic interpretation. May be repeated one time for credit. Prerequisite: DAN 1420 or permission of the instructor.

**DAN 2500. Independent Study (1-4).F;S.**

**DAN 2600. Floor Barre (1).On Demand.**

A study of the innovative technique based on the teachings of originator and founder, Zena Rommett. This class will help develop correct alignment, maximum turn-out, and improve balance as well as refine movement skills and increase vitality. May be repeated

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one time for credit. Prerequisite: permission of the instructor.

**DAN 2610. Pointe (1).**On Demand.

An intermediate to an advanced level study of the art of pointe work in the area of classical ballet technique, facilitating pointe skill in allegro and adagio work with an emphasis on developing line, style, placement and musicality. Focus will be on expanding the dancer's artistry through the development of footwork while strengthening ankles and legs with movement articulation, precision and conditioning. May be repeated one time for credit. Prerequisite: concurrent enrollment in a technique class or permission of the instructor.

**DAN 3280. Yoga as Somatic Practice (2).**S.

*GEN ED: Wellness Literacy*

This course will examine the basic principles of the physical practice of yoga known as Hatha Yoga. The course will explore the practice of asanas (sustained postures) and vinyasas (sequences of postures connected by breath), pranayama (breathing exercises) and pratyahara, (meditation practices). Students will also be introduced to the philosophical and historical context of Hatha yoga. May be repeated one time for credit.

**DAN 3400. Advanced Dance Technique (1).**F;S.

The course will explore the elements of rhythm, space, time and effort in advanced dance technique. Focus will be on expanding the dancer's artistry through the development of articulation, precision and conditioning. Students will be expected to learn movement quickly and accurately. May be repeated for a total of four semester hours credit. Prerequisite: permission of the instructor.

**DAN 3405. Modern Dance III (2).**F;S.

An advanced level study of modern technique with emphasis on continued refinement of skills, aesthetics, and the performance of complex combinations. May be repeated for a total of 6 s.h. credit. Prerequisite: DAN 2400 or permission of the instructor.

**DAN 3410. Ballet III (2).**F;S.

An intermediate/advanced class in classical ballet technique designed to facilitate progressive skill in the execution and performance of complex combinations of adagio and allegro work with an emphasis on refinement of line, style, placement, and musicality. Focus will be on continued expansion of the dancer's artistry through development of articulation, precision, and conditioning. Prerequisite: permission of the instructor. May be repeated for a total credit of four semester hours.

**DAN 3420. Dance Composition and Improvisation (3).**F;S.

A beginning study of dance composition including the elements of time, space, and design. Guided explorations in improvisation will be given as tools for developing personal movement vocabulary and expanding choreographic possibilities. Emphasis will be placed on learning to look at dances and appraise their choreographic structure critically and objectively. The course will culminate with a solo choreographic work. Prerequisite: DAN 1400 or DAN 1410 or DAN 1420 or permission of the instructor.

**DAN 3430. Early Dance History (3).**F;S.

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

Early Dance History will explore ritual to classical dance forms from the earliest times through the 19th century. The course will focus on dance in relation to other art forms as well as the cultural, aesthetic and philosophical influences on dance.

**DAN 3435. Dance History in the Modern Era (3).**S.

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

Contemporary Dance History will explore concert dance styles from the 20th century to the present day. Special emphasis will be given to cultural, aesthetic and philosophical influences on contemporary concert dance.

**DAN 3450. Dance Pedagogy (3).**F;S.

This course will explore methods and theories of dance education through didactic and experiential means including lecture, observation, labs, practical teaching experiences, and feedback sessions. Lecture three hours, laboratory one hour. Prerequisite: DAN 1400 or DAN 1410 or DAN 1420 or permission of the instructor.

**DAN 3480. Pilates Conditioning I (2).**F;S.

*GEN ED: Wellness Literacy*

This course is an experiential course based on the principles and teachings of Joseph H. Pilates. The Pilates method combines both Eastern and Western approaches to physical and mental conditioning with an emphasis on moving with maximum efficiency and precise control. May be repeated one time for credit.

**DAN 3500. Independent Study (1-4).**F;S.

**DAN 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**DAN 3530–3549. Selected Topics** (1–4). On Demand.

A program involving advanced study, a research or creative project, and writing. Adapted to serve students who have exceptional interests. The proposals for this work must be approved by the instructor and the chair of the department prior to registration.

**DAN 3580. Gyrokinesis** (2).F;S.

*GEN ED: Wellness Literacy*

Gyrokinesis methodology, as developed by Julio Horvath, embraces key principles of dance, yoga, gymnastics and tai-chi. The method works the entire body using spinal articulations and undulating rhythms integrated with specific breathing patterns. May be repeated one time for credit.

**DAN 3900. Internship** (1-4).F;S.

Graded on an S/U basis.

**DAN 4405. Modern Dance IV** (2).S.

A fourth level study of modern dance technique that builds refined and nuanced technical skills, aesthetics, and performance of complex movement sequences. May be repeated for a total credit of four semester hours. Prerequisites: DAN 3405 and permission of the instructor.

**DAN 4420. Choreography** (0–2).F;S.

The course will focus on the increased awareness of design, dynamics, rhythm and motivation. Special attention will be given to design elements for small groups. There will be continued work in the observation, analysis and appraisal of dances. The class will culminate in a duet or trio choreographic work. Prerequisite: DAN 3420. May be repeated for a total of three semester hours credit.

**DAN 4460. Somatics** (3).F;S.

*GEN ED: Wellness Literacy*

This course will focus on functional anatomy and kinesiology to explore different approaches to therapeutic body-centered learning and current concepts in wellness. The course will be lecture and experiential in nature. [Dual-listed with DAN 5460.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**DAN 4480. Pilates Conditioning II** (2).F;S.

A second level study of the Pilates method, based on the concepts of centering, concentration, control, precision, breath and flow. This course will introduce the equipment and the apparatus developed by Joseph H. Pilates. May be repeated one time for credit. Prerequisite: DAN 3480 or permission of the instructor. [Dual-listed with DAN 5480.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**DAN 4580. Gyrotonic** (2).On Demand.

*GEN ED: Wellness Literacy*

Gyrotonic methodology, as developed by Juliu Horvath, embraces key principles of dance, yoga, gymnastics and tai-chi. The method works the entire body using spinal articulations and undulating rhythms integrated with specific breathing patterns. This second level study incorporates the GYROTONIC® apparatus. May be repeated for a total credit of four semester hours. Prerequisite: DAN 3580.

**DAN 4830. Collaborative Process** (3).F.

*GEN ED: Junior Writing in the Discipline (WID)*

This course will explore the collaborative process in dance. Histories of great collaborations will be explored. Theoretical perspectives of creative process, the nature of creativity in collaborative work, crossing disciplines, and group process will be addressed. The course will be lecture, discussion and experiential in nature. Research projects and collaborative projects will be presented orally. Prerequisites: senior standing and permission of the instructor; and RC 2001 or its equivalent.

**DAN 4840. Capstone** (3).S.

*GEN ED: Capstone Experience*

Capstone is the culminating course requirement for the Bachelor of Arts degree in Dance Studies. It is an opportunity for the student to explore and discover the connections between the discipline of dance and another selected area of study. Students will be expected to create an in-depth senior project which illustrates and focuses on this resulting integration of disciplines. Students will be required to present and discuss the development as well as other aspects of their project in class, and they will also be required to present

their final project in a public forum to students and faculty. A written synthesis of the process and project reflecting on the student's ability to create meaningful connections between disciplines is also required. Prerequisites: THR 3735 or permission of the instructor.

**DAN 4870. Creative Process, Movement, and Therapy (3).S.** Odd-numbered years.

An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with HPC 5870.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**THEATRE (THR)**

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**THR 2005. Page and Stage (3).F.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "How We Tell Stories")*

In this class, students will have the opportunity to learn techniques for analyzing and interpreting written dramatic texts and theatrical performances. They will analyze and interpret plays of different styles from various historical periods, with particular attention to the unique characteristics of drama as a medium for telling stories.

**THR 2007. The Actor (3).F;S.**

In this course, students will focus on the development of body, voice and imagination with the goal of effective communication. Coursework will include exercises and assignments designed to develop awareness of physical and imaginary stimuli, cultivate interpretive skills while discovering imagery within a text, and explore conscious awareness of self and environment with the purpose of developing creative flexibility.

**THR 2009. The Stage Environment (3).F;S.**

In this class, students will explore the fundamental principles and processes of designed environments for performance. Students will engage in design research, analysis, interpretation, and critique. Emphasis will be on developing creativity by participating in individual and collaborative projects.

**THR 2010. The Theatre Experience (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Imagination, Innovation, and Meaning")*

In this course, students will analyze forms of theatre from various cultures and historical eras. They will also examine how their own personal, historical, and cultural perspectives affect their responses to artistic performance.

**THR 2017. Theatre for Social Change (3).S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

This course is a practical and seminar class focused on the history and theory behind "theatre for social change" and is grounded in participation, research, analysis, and performance. Students study and apply various theories and methodologies of theatre for social change (image, forum, playback, invisible theatre, etc.) to effect change related to social, economic, cultural, political, and interpersonal issues.

**THR 2020. World Culture and Performance Studies (3).S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Expressions of Culture")*

This course applies insights from performance art, theatre, dance and other art forms. Its interdisciplinary approach will allow students to have the opportunities to study the unique role of "performance" in various aspects of our society as well as the world today. The class will explore the concept of performance, and special attention will be paid to issues of multiculturalism and the cultural, political, historical, social, economic and technological contexts of performance studies.

**THR 2022. Cultivating Creative Expression Through Theatre (3).S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Cultivating Creative Expression")*

The emphasis in this course is on understanding and creating theatre as a springboard for more deeply understanding and developing personal creativity. Students will be immersed in an integrated approach to developing theatre artistry through watching, reading and analyzing plays; engaging in the creative process of playmaking and playwriting; and participating in the collaborative process of theatre production. No prior theatre skills necessary. Lecture and studio lab.

**THR 2025. Musical Theatre: A History and Appreciation (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

This course offers students an opportunity to analyze, study and reflect upon the developmental history of the indigenous American art form of musical theatre through examination of its earliest origins and influences through its emergence as our country's preeminent contribution to world theatre.

**THR 2101. Production Running Crew (0-1).F;S.**

Production running crew is available to all students. Specific jobs and hours will be arranged with the instructor. May be repeated up to four times for credit. Prerequisite: permission of the instructor.

**THR 2214. Dance Production Basics (3).F.**

An introduction to the techniques of stage production in costume, stage lighting, and stage sound. Coursework will include the understanding of basic design principles, appropriate paperwork, organization, use of equipment, construction/installation techniques, and safety. Students will participate in a variety of production activities.

**THR 2230. Scenery and Properties (3).S.**

Introduction to the techniques used to design and execute stage scenery and properties including equipment, facilities, basic design techniques and documentation. Students will participate in scenic studio activities.

**THR 2235. Theatrical Costume and Makeup (3).F;S.**

An introduction to the theory and practice of stage costume and makeup including equipment, techniques, and application. Students will participate in costume studio activities.

**THR 2240. Lighting and Sound (3).F.**

An introduction to the techniques used to design and execute theatrical lighting and sound, including equipment, facilities, basic design techniques and documentation. Students will participate in production activities.

**THR 2250. Stage Management (2).F;S.**

The study of the procedures and techniques used to stage manage a theatrical production from auditions through the final performance. The unique aspects of stage managing in the university and professional environments will be considered. Prerequisite: permission of the instructor.

**THR 2300. Acting for Non Majors (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

This course will introduce basic acting techniques and terms for the interested student not majoring or minoring in theatre. Terms, concepts and the recent historical development of the art form will be examined to provide the student with a context for effective evaluation of acting performances. Exercises and class assignments will be used to help students develop a basic approach to creating performances.

**THR 2445. Arts Management and Promotion (3).F.**

The theory and practice of business management, promotion and publicity, fund raising, ticket sales, and box office management as applied to the performing arts. Lecture and demonstration three hours. Prerequisite: RC 1000.

**THR 2500. Independent Study (1-4).F;S.**

**THR 2610. Oral Interpretation (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

An introduction to the study of literature through the medium of performance. The student is expected to master techniques of literary selection and analysis and to perform from poetry, prose and dramatic literature.

**THR 2617. Improvisation (1).S.**

A basic course designed for theatre majors or minors. Students will engage in performance exercises emphasizing spontaneity and creativity. Course content will begin with theatre games and build to improvisational scene work.

**THR 2620. Acting I: Beginning Scene Study (3).S.**

This course is a study of script analysis applied to performance through monologue and scene study for the purpose of developing a character. Prerequisite: THR 2625.

**THR 2625. Voice and Movement for the Stage (3).F.**

This course emphasizes the development of the actor's physical instrument, the voice and body. Voice emphasis is on establishing good vocal habits through practical application of various vocal techniques. Students will study phonation, respiration, articulation, phrasing, textual analysis to establish the effective use of the voice for the stage. Movement emphasis will focus on body control with ease, use of performance space, and ensemble movement. Students will study Alexander Technique and other theatre movement practices, such as mime and mask, as a basis for effective use of the body on stage.

**THR 2629. Acting for the Camera (3).**On Demand.

The purpose of this course is to provide the opportunity to develop a "natural" on-camera acting style which suits the character and personality of each student. Emphasis in this course will be on finding the place where students may bring life to a specific character with as much authenticity, and with as little effort, as possible. May be repeated one time for credit.

**THR 2635. Stage Combat (2).**F. Odd-numbered years.

An introduction to the use of combat in theatrical productions. Course work will include safe approaches to weapon and hand-to-hand combat, appropriate weapon choices, text and fight analysis, rehearsal discipline, and basic fight choreography. Prerequisite: THR 2625.

**THR 3071. Teaching Theatre, 9-12 (2).**F. Even-numbered years.

Methods for teaching theatre in the 9-12 classroom. This course includes strategies, organization and administration for classroom and production activities in theatre arts. Experiences include developing lesson plans and actual high school teaching experience. It is strongly advised that all requirements for licensure (except student teaching) be completed prior to taking this methods course.

**THR 3225. Advanced Stage Makeup (2).**On Demand.

Advanced techniques in stage makeup for a variety of production situations. Techniques to be covered include scars, burns, stage blood, latex, and other three-dimensional techniques. Lecture and laboratory two hours. Prerequisite: THR 2235 or permission of the instructor.

**THR 3500. Independent Study (1-4).**F;S.

**THR 3520. Instructional Assistance (1).**F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite or corequisite: THR 3070/CI 3070. May be repeated for a total credit of three semester hours. Approved contract required.

**THR 3530-3549. Selected Topics (1-4).** On Demand.

A program involving advanced study, a research or creative project, and writing. Adapted to serve students who have exceptional interests. The proposals for this work must be approved by the instructor and the chair of the department prior to registration.

**THR 3620. Acting II: Advanced Scene Study (3).**F.

This course continues the development of acting craft using scene study as a forum to explore realistic acting techniques and scene analysis. Prerequisite: THR 2620.

**THR 3625. Advanced Voice Techniques (3).**S.

This course will introduce methods to develop the Advanced Voice Techniques necessary to excel in classical theatre productions and auditions. Text analysis skills will be studied for the purpose of bringing "vocal life" to classical texts, songs and audition pieces. Exercises to improve the resonance and agility of the speaking and singing voice will be utilized. The International Phonetic Alphabet will be used in conjunction with specific work to develop consistent dialects and neutral stage speech. Work with vocal timing and delivery of comedic material will be explored. Prerequisite: THR 2625 Voice and Movement for the Stage.

**THR 3630. Theatre Directing Techniques (3).**On Demand.

Basic directing techniques including script analysis, production planning, blocking and working with the actor. Practical applications of the principles of directing. Prerequisites: THR 2009 and THR 2620. May be repeated once for credit.

**THR 3635. Alexander and Advanced Movement Technique (3).**On Demand.

This course will engage students in advanced movement techniques necessary to meet a variety of theatrical performance demands. Intermediate study of the principles of the Alexander Technique applied to acting will serve as a foundation for the course. Activities and exercises will help students arrive at freedom from unwanted physical habits and develop presence, agility and stamina in performance. Applied movement techniques such as mask, basic stage combat, physical comedy, Commedia and other period styles will be introduced. Prerequisite: THR 2625 Voice and Movement for the Stage

**THR 3640. Solo and Group Performance (3).**F;S.

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "How We Tell Stories")*

An introduction to performance studies, using the principles of oral interpretation. The course begins with the training of the body, voice, and sense memory as well as an introduction to dramatic analysis. The second part of the course uses these performance instruments for solo rehearsal and presentation of student selected literary texts: description, narrative, drama and poetry. The course concludes with ensemble performances of literary texts.

**THR 3650. Alexander Technique for Stage** (2).On Demand.

A course that explores the awareness of self, ease and improved coordination in movement, and stage presence through the principles of the Alexander Technique.

**THR 3656. Theatre Performance and Production for Young Audiences** (3).S.

This course will explore techniques and theories of producing plays for young audiences using children, youth and adults. Course work will emphasize practical demands of productions in a variety of organizational settings. Students will produce and tour a production for young audiences. This course is designed for students majoring in theatre, education and recreation. May be repeated for a total credit of six semester hours. Prerequisite: THR 2625 or permission of the instructor.

**THR 3670. Playwriting** (3).On Demand.

A study of the art and craft of writing for performance. Readings will include plays, performance theory, and performance reviews. The course will be run as a workshop in which every student must be an active participant in evaluating her or his own work and that of others. Assignments will include written work, oral presentations, workshop evaluations, and performances. May be repeated for credit when content does not duplicate. This course serves as a prerequisite for ENG 3662, ENG 3663, and ENG 4550. (Same as ENG 3670.)

**THR 3679. Screenwriting** (3).On Demand.

The purpose of this course is to provide the opportunity to establish a solid foundation in screenplay writing. Strong emphasis will be placed on structure, style and naturalized dialogue, as well as the fundamental importance of thinking and writing visually and simply. Focus will be on the motion picture medium, though other forms such as sitcoms, industrial A/V and soaps will be covered briefly. (Same as ENG 3679.)

**THR 3730. Early Theatre History and Literature** (3).F.

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

This course explores the history, literature, and criticism of the theatre from prehistory up to the Early Modern period. The course will focus predominantly on European theatre, but will also include studies of some Asian forms.

**THR 3735. Modern Theatre History and Literature** (3).F.

*GEN ED: Junior Writing in the Discipline (WID)*

This course explores the history, literature, and criticism of the theatre in the modern period through the present. The course will focus predominantly on American and European theatre, but will also include some African, South American, and Asian theatre. Prerequisites: THR 2005, THR 3730, and RC 2001 or its equivalent.

**THR 3857. Teaching Theatre, K-5** (2).F.Odd-numbered years.

Introductory methods for using creative drama in the K-5 classroom and other settings. This course aids the potential K-5 teacher in using drama as a teaching tool, and it includes practical experience in the classroom. Prerequisite: CI 2300 or permission of the instructor.

**THR 3900. Internship** (3-12).F;S.

Graded on an S/U basis.

**THR 4220. Stage Costume Design** (3).On Demand.

The elements of design in relation to costume design through a series of historical and problem oriented projects. Emphasis will be placed on imagination, problem solving and growth in both the graphic interpretation and presentation of work. Prerequisites: THR 2009 and THR 2235.

**THR 4230. Scenic Design** (3).On Demand.

A study of the theory and processes used for the design of theatrical settings for a variety of productions. Prerequisites: THR 2009 and THR 2230.

**THR 4235. Special Topics in Design and Production** (3).On Demand.

The study of advanced design and production topics in a variety of production forms and styles. May be repeated two times for credit. Prerequisite: permission of the instructor.

**THR 4240. Stage Lighting Design** (3).On Demand.

A study of advanced techniques of theatrical lighting design. Techniques for lighting design in drama, dance, and the other media will be investigated. Topics will include scenic projection, CAD for the lighting designer, adaptation of stage lighting for television and recent advances in lighting fixtures and control systems. Prerequisites: THR 2009 and THR 2240.



**THR 4320. Acting III: Styles (3).S.**

An extensive study of the scene analysis and playing skills necessary to bring to life various performance styles from Ancient Greek to the modern day. Emphasis is on scene work and the incorporation of voice, movement and acting craft to create fully realized, meaningful performances. Prerequisite: THR 3620.

**THR 4357. Teaching Theatre, 6-8 (2).S.** Even-numbered years.

Advanced methods for using creative drama in the 6-8 classroom and other settings. Research and exploration of current approaches in the creative drama field. Emphasis is placed on the transition from process to product. This course includes practical experience in the classroom.

**THR 4510. Senior Honors Thesis/Project (3).On Demand.**

Independent study and research leading to a theatre arts thesis or project. Directed and graded by a theatre faculty member in the Department of Theatre and Dance. (By invitation or application only.)

**THR 4840. Capstone (3).F.**

*GEN ED: Capstone Experience*

The capstone offers theatre students an opportunity to synthesize prior academic coursework, research, and practical problem solving in all major areas of theatre study. This capstone represents the culmination of the student's academic education and serves as a bridge to professional and educational theatre, graduate study and other job opportunities. Prerequisites: THR 3735 or permission of the instructor.

# The Beaver College of Health Sciences

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## The Donald C. Beaver College of Health Sciences

Frederick K. Whitt, Founding Dean

Denise L. Levy, Associate Dean

Gary H. McCullough, Associate Dean

[www.healthsciences.appstate.edu](http://www.healthsciences.appstate.edu)

The mission of the Beaver College of Health Sciences is to provide transformative education, conduct collaborative research that advances knowledge and practice in our disciplines, and engage in community service that enhances health and quality of life in our region. To accomplish our mission, the Beaver College of Health Sciences blends diverse health-related disciplines that are committed to:

- Meeting the existing and future health-related workforce needs in our region
- Improving organizations and systems of health and human services throughout NC
- Advancing applied knowledge and practice through research and scholarly activity
- Engaging in partnerships with health and human services agencies and organizations
- Providing socially responsive clinical and community outreach in Northwestern NC
- Implementing collaborative & transformative models of education, research & service

The vision of the Beaver College of Health Sciences is to become the preeminent and most comprehensive academic center for health professions in western North Carolina. We will be recognized nationally for our innovation and collaboration in education, scholarship and service that produces high quality graduates, attracts superior faculty and staff, and transforms health and quality of life for the communities we serve.

### Departments

The Beaver College of Health Sciences consists of the following academic units:

Communication Sciences and Disorders

Health and Exercise Science

Nursing

Nutrition and Health Care Management

Recreation Management and Physical Education

Social Work

### Degrees Offered

The Beaver College of Health Sciences offers the following degrees: Bachelor of Science (without teacher licensure), Bachelor of Science in Nursing (BSN), and Bachelor of Social Work (BSW). In cooperation with the Reich College of Education, the Beaver College of Health Sciences also offers the Bachelor of Science degree with teacher licensure in Health and Physical Education (K-12).

### Admission to the Beaver College of Health Sciences

To be admitted to the Beaver College of Health Sciences, a student must meet the following requirements to officially declare a major:

1. Completion of at least 30 semester hours
2. A grade-point average of at least 2.0 (a GPA of 2.5, with 12 semester hours at Appalachian State University, is required to declare a major in Exercise Science)
3. Credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course
4. Admission to one of the majors offered in the College, which may include additional requirements. *Please see the description of admission requirements in the section for the specific department housing the major.*

Students must also seek admission to the major and meet any additional requirements specified for the major. Some degree programs in the Beaver College of Health Sciences are competitive with limited numbers of slots available. Students should carefully review the description in the department of their intended program of study for individual major admission requirements.

### Basic Requirements for a Degree

**NOTE:** *Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

### Bachelor of Science (without teacher licensure)

To earn the Bachelor of Science degree in the Beaver College of Health Sciences, a student must meet the following requirements:

1. Completion of at least 122 semester hours with a minimum cumulative grade-point average of 2.0\* and a major grade-point average of 2.0. (\*Athletic Training requires a cumulative grade-point average of 2.5 and a major grade-point average of 2.0.)

## The Beaver College of Health Sciences

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2. Completion of the general education requirements
3. Completion of the major requirements from one of the following majors:
  - Athletic Training (*See the Department of Health and Exercise Science.*)
  - Communication Sciences and Disorders (*See the Department of Communication Sciences and Disorders.*)
  - Exercise Science (*See the Department of Health and Exercise Science.*)
  - Health Care Management (*See the Department of Nutrition and Health Care Management.*)
  - Health Promotion (*See the Department of Health and Exercise Science.*)
  - Nutrition and Foods (*See the Department of Nutrition and Health Care Management.*)
  - Recreation Management (*See the Department of Recreation Management and Physical Education.*)
4. Electives to complete at least 122\* semester hours. A minimum of two semester hours of electives must be outside the major discipline. [\*The following degrees require more than 122 semester hours for graduation: Health Care Management (125 s.h.), Nutrition and Foods (122 s.h. or 124 s.h.).]
5. Completion of residency requirements
6. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

### **Bachelor of Science (with teacher licensure)**

Refer to the Department of Recreation Management and Physical Education for the Bachelor of Science degree with teacher licensure in Health and Physical Education, K-12 (126-128 semester hours).

Meeting graduation requirements is the responsibility of the student.

### **Bachelor of Science in Nursing**

To earn the Bachelor of Science in Nursing in the Beaver College of Health Sciences, the student must meet the following requirements:

1. Completion of at least 124 semester hours with a minimum cumulative grade-point average of 2.5 and a minimum major grade-point average of 2.5
2. Completion of general education requirements (or the RN to BSN required core)
3. Completion of major requirements for the Nursing major (*See the Department of Nursing.*)
4. Students must earn at least a 2.0 ("C") grade in EACH required course in the major
5. Electives to complete 124 semester hours. A minimum of two semester hours of electives must be outside the major discipline.
6. Completion of residency requirements for prelicensure students
7. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

### **Bachelor of Social Work**

To earn the Bachelor of Social Work (BSW) in the Beaver College of Health Sciences, the student must meet the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative grade-point average of at least 2.5 and a major grade-point average of at least 2.5
2. Completion of general education requirements
3. Completion of major requirements for the social work major (*See the Department of Social Work.*)
4. Students must earn at least a 2.0 ("C") grade in EACH required course in the major
5. Electives to complete 122 semester hours. A minimum of two semester hours of electives must be outside the major discipline.
6. Completion of residency requirements
7. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

### **Academic Advising**

Academic advising for most students in the Beaver College of Health Sciences is provided by the Office of Advising and Academic Support, housed in 102 Edwin Duncan Hall. These trained professionals are available to consult with students regarding questions related to academic programs of study or other concerns affecting academic success. Academic advisors partner with departmental faculty, who work as mentors, to create an advising team which serves as a strong resource for students.

In select areas, students are advised solely by faculty members but the Office of Advising and Academic Support still serves as a source of information regarding university and college policy and procedure as well as academic advice, should this be needed. Students are encouraged to meet with advisors and faculty mentors regularly and consistently throughout their academic career.

## The Beaver College of Health Sciences

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Students pursuing a major in another degree granting college who want to change/add a health sciences major will be required to meet with one of our advisors to develop an academic plan. Declared health science majors who want to change/add/delete and major, minor or certificate should visit our office to begin this process.

Advising and Academic Support also works to develop, enhance, and implement supportive academic services to undergraduate Health Sciences majors. Undeclared students and students in other major programs are also provided with academic services related to classes offered within the college. Students should become familiar with the services provided by the office.

The Office of Advising & Academic Support in the Beaver College of Health Sciences certifies students for graduation; provides academic audits; assists students with special course approval, dropping and adding classes, overload requests; official additions of minors and majors; and responds to inquiries regarding academic policy.

Although academic advising is provided for all students, the final responsibility for meeting requirements for graduation remains with the student. The Office of Advising and Academic Support automatically sends an audit to student upon eligibility to apply or application for graduation (whichever occurs first) and encourages students to review this document thoroughly.

### Grade-Point Average Requirements for Graduation

To graduate, a minimum cumulative grade-point average of 2.0 is required (except for teacher licensure, athletic training, social work, and nursing programs, which require 2.5). A minimum grade-point average of 2.0 is also required in the major (2.5 for nursing and social work). Included in the calculation of the major grade-point average are all courses taken in the major department, all courses in the approved program of study/contract/concentration, and all required general education courses. Additional course-level minimum requirements will be listed on programs of study. Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation, including for admission to student teaching.

### Internship and Practicum Programs

The internships and practicums offered in the Beaver College of Health Sciences provide students with opportunities to:

- Learn outside of the regular classroom and gain on-the job experience;
- Experience professional practice required for licensure or certification, while earning academic credit toward their degrees; and,
- Develop personal professional contacts with potential employers.

In the internship or practicum, students work in an appropriate organization related to their course of study. Professionals in the sponsoring organization, in close cooperation with faculty in the student's major department, provide internship instruction. The student's career interests should be considered when the student makes choices regarding their internship placement. In many majors in the Beaver College of Health Sciences, an internship, practicum, clinical training or field experience is required in the program of study. If not required, the internship or practicum may be available as an elective. Students seeking further information should contact their major advisor or their departmental chair.

### Scholarships

The Beaver College of Health Sciences offers scholarships to incoming freshmen who intend to major in one of the degree programs of the College. These scholarships are awarded based on the student's SAT, high school performance and leadership, and potential for a career in the health sciences. Additional scholarships are available to upper-division students who have declared one of the majors in the College. These scholarships are awarded by the department in which the scholarship is established based on specific criteria as designated by the scholarship donor or the department. Students receiving scholarships in the Beaver College of Health Sciences must be in good academic standing and make acceptable progress toward completing a degree in the College.

For more information, visit the college's website at [www.healthsciences.appstate.edu/student-services/scholarships](http://www.healthsciences.appstate.edu/student-services/scholarships), or contact either the chair of the department awarding the scholarship of interest or the Dean's Office, Beaver College of Health Sciences, ASU Box 32170, Boone, North Carolina 28608.

### Blue Cross and Blue Shield of NC Institute for Health and Human Services

[www.ihhs.appstate.edu](http://www.ihhs.appstate.edu)

*Gary H. McCullough, Director*

The purpose of the Blue Cross and Blue Shield of North Carolina Institute for Health and Human Services, within the Beaver College of Health Sciences, is to provide multidisciplinary research opportunities, clinical services, and training programs related to public health. Meeting the needs of students, faculty and the regional community, the Institute strives to create and disseminate knowledge through pragmatic research and complimentary experiential learning opportunities with the overarching goal of improving lives through transformative healthcare advances.

## Department of Communication Sciences and Disorders (CSD)

*Lauren E. Renkert, Interim Chair*

*Dawn C. Botts*

*Melissa Bright*

*Donna M. Brown*

*Karalee Cole*

*Jennifer C. Dalton*

*Jordan Hazelwood*

*Bliss Hemric*

*Louise C. Keegan*

*Joseph F. Klein*

*Emily Lakey*

*Angela S. Losardo*

*Gary McCullough*

*Kim McCullough*

*C. Robin Morehouse*

*Kristin Phillips*

*Sherry L. Street-Tobin*

*Alicia Toomey*

*Kara Turner*

*Jennifer P. Van Gilder*

*Paige Williams*

The Department of Communication Sciences and Disorders (CSD) is devoted to the study of human communication and associated disorders. All students pursuing programs in the Department of Communication Sciences and Disorders must meet all requirements for admission into the Beaver College of Health Sciences.

The Department of Communication Sciences and Disorders offers the following:

Bachelor of Science in Communication Sciences and Disorders (820A/51.0201)

Undergraduate minor in Communication Sciences and Disorders (820/51.0201)

Master of Science in Speech-Language Pathology (821A/51.0203)[T]

For information on the Master of Science degree program in Speech-Language Pathology, please consult the current *Graduate Bulletin* or contact the department chair.

### **Bachelor of Science degree in Communication Sciences and Disorders (820A/51.0201)**

The Department of Communication Sciences and Disorders offers a preprofessional program in the study of human communication and associated disorders. Upon successful completion of a master's degree, students are eligible for licensure by the State of North Carolina, certification by the American Speech-Language and Hearing Association, and licensure by the North Carolina State Department of Public Instruction.

The program of study is available at: [www.programsofstudy.appstate.edu/communication-sciences-and-disorders-bs-820a-2016-2017](http://www.programsofstudy.appstate.edu/communication-sciences-and-disorders-bs-820a-2016-2017)

### **Criteria for Admission to the Communication Sciences and Disorders Program**

Minimum Admission Requirements include:

- 45 semester hours completed (12 of these at ASU or with program director permission) with a minimum cumulative GPA of 3.2 and
- completion of the following prerequisite courses with a minimum grade of B or 3.0 (transfer equivalency will be accepted, including AP or University Placement): CSD 2259, CSD 2260 and three semester hours of the general education science inquiry perspective requirement.

Additional information regarding the admission process is available at:

[www.comdis.appstate.edu/undergraduate-admissions](http://www.comdis.appstate.edu/undergraduate-admissions) Students interested in pursuing licensure and national certification in speech pathology by the American Speech-Language and Hearing Association must apply, be accepted and complete a Master of Science degree program in Speech-Language Pathology, such as the one offered by Appalachian State University.

### **Minor in Communication Sciences and Disorders (820/51.0201) (15 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/communication-sciences-and-disorders-minor-820-2016-2017](http://www.programsofstudy.appstate.edu/communication-sciences-and-disorders-minor-820-2016-2017)

### **Communication Disorders Clinic**

*Gary McCullough, Interim Director*

[www.cdclinic.appstate.edu](http://www.cdclinic.appstate.edu)

The Department of Communication Sciences and Disorders is home to the Charles E. and Geneva S. Scott Communication Disorders Clinic which serves as a community-based training facility for graduate students pursuing their master's degree in speech-language pathology. The Clinic, a non-profit organization, is located in University Hall at Appalachian State University. Established in September of 1968, the primary mission of the Clinic is to provide clinical learning experiences for students majoring in speech-language pathology. The Clinic is recognized for the outstanding clinical services provided to individuals of all ages from the Boone and Western North Carolina regions. There is currently no charge to Appalachian students for services; otherwise the Clinic operates on a fee-for-service basis. For more information, please call (828) 262-2185.

## Courses of Instruction in Communication Sciences and Disorders (CSD)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### COMMUNICATION SCIENCES AND DISORDERS (CSD)

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#### **CSD 2259. Communication Disorders (3).F;S.**

An introduction to the disorders of human communication in children and adults.

#### **CSD 2260. Anatomy and Physiology of the Speech and Hearing Mechanism (3).F;S.**

The structure and function of the systems involved in normal speech perception and production.

#### **CSD 2361. Phonetics (3).F;S.**

The phonetic/phonemic systems of English concentrating on I.P.A. transcription skills. Prerequisite: admission to the Communication Sciences and Disorders program. (Global Learning Opportunity course)

#### **CSD 2464. Basic Speech and Hearing Science (3).F;S.**

An introduction to speech and hearing science theory, instrumentation, and measurement. Emphasizes normal speech perception and production to establish a reference for pathological deviations. Prerequisite: admission to the Communication Sciences and Disorders program. Corequisite: CSD 2465.

#### **CSD 2465. Basic Speech and Hearing Science Laboratory (1).F;S.**

This laboratory is designed to provide students with hands-on experiences with instrumentation in the speech and hearing sciences. Through these experiences, students will apply concepts of speech perception, acoustic phonetics, and speech production in laboratory and clinical settings. Prerequisite: admission to the Communication Sciences and Disorders program. Corequisite: CSD 2464.

#### **CSD 2500. Independent Study (1-4).F;S.**

#### **CSD 3201. Language Disorders Across the Lifespan (3).F;S.**

An overview of disorders of receptive and expressive language, and cognitive and social aspects of communication, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Prerequisite: admission to the Communication Sciences and Disorders program.

#### **CSD 3202. Speech Disorders Across the Lifespan (3).F;S.**

An overview of speech disorders affecting articulation, fluency, voice, resonance, and swallowing, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Prerequisite: admission to the Communication Sciences and Disorders program.

#### **CSD 3320. Cultural Diversity and Communication Disorders (3).F;S.**

This course provides instruction in professional communication with clients and their families and emphasizes the utilization of best practice in the delivery of services while honoring different customs, beliefs, and values. This course will focus on the development of intercultural competence in speech-language pathologists. (Global Learning Opportunity course)

#### **CSD 3340. Syndromes and Conditions with Associated Communication Disorders (3).F;S.**

This course provides a broad overview of syndromes and conditions with associated communication disorders that are likely to be encountered by speech-language pathologists. Up-to-date information is provided about the etiology of each of the disorders and the types of speech, voice, resonance, language, and cognitive disorders associated with each syndrome.

#### **CSD 3350. Evaluating Research in Communication Sciences and Disorders (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

An introduction to the principles and practices of research in communication sciences and disorders, including experimental design, statistical methods, and application to clinical populations and evidence-based practice. Prerequisites: RC 2001 or its equivalent, STT 1810 or STT 2810 or STT 2820, and admission to the Communication Sciences and Disorders program.



**CSD 3366. Communication Development (3).F;S.**

Verbal and nonverbal communication development of the child. Prerequisite: admission to the Communication Sciences and Disorders program.

**CSD 3368. American Sign Language I (3).F;S.**

An introduction to the content, form, and use of American Sign Language. A special emphasis is placed on the characteristics of Deaf culture and the various methods of communicating with individuals who are deaf or hard of hearing.

**CSD 3370. American Sign Language II (3).F;S.**

Advanced study of the content, form, and use of American Sign Language. Students will gain experience using ASL in narrative and conversational contexts, thereby expanding their appreciation of Deaf culture. Prerequisite: CSD 3368.

**CSD 3500. Independent Study (1-4).F;S.**

**CSD 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for total credit of three semester hours.

**CSD 3530-3549. Selected Topics (1-4). On Demand.**

**CSD 3660. Audiology Seminar and Practicum (1).F;S.**

This course will allow the student to explore audiologic evaluation through practicum experience and to become familiar with advanced testing procedures. It is designed for the student who has excelled in CSD 4364 (Audiology) and wishes to pursue more information in this area. The student must submit an application and be approved by the instructor to take this course. Prerequisite: admission to the Communication Sciences and Disorders program.

**CSD 4100. Introduction to Clinical Processes and Procedures (3).F;S.**

This course provides students with an understanding of professional policies and processes that are relevant to the field of Speech Language Pathology and Audiology. Prerequisite: admission to the CSD major and junior or senior standing.

**CSD 4162. Structural Analysis of Language (3).F;S.**

A study of language content, form, and use with special emphasis on the acquisition of descriptive taxonomies for the classification of spoken language samples. The course includes guided and independent practice in language sampling and analysis procedures. Prerequisite: admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5162.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CSD 4364. Audiology (3).F;S.**

The science of hearing and the etiologies of hearing impairment. Prerequisites: CSD 2259, CSD 2260, CSD 2464, and CSD 2465; or permission of the department chair; and admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5364.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CSD 4662. Management of Hearing Disorders (3).S.**

Studies of the habilitation/rehabilitation of hearing impairments in preschool and school-aged children and adults. Emphasis on prescriptive and resource curricular management. Includes audition training, speech reading methods, and a survey of hearing aid monitoring techniques. Prerequisites: CSD 4364 and admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5662.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CSD 4766. Neuroanatomy and Physiology (3).F;S.**

Basic anatomy and physiology of the central and peripheral nervous systems with special emphasis on neural systems involved in normal and disordered speech, language, and hearing. Prerequisites: CSD 2260 and admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5766.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**CSD 4850. Adult Language Disorders (3).F;S.**

*GEN ED: Capstone Experience*

Description, assessment, differential diagnosis and management of acquired neurogenic language disorders, including aphasia, right hemisphere disorder, traumatic brain injury, and dementia. Emphasis is given to neurological bases, characteristics, etiologies, and clinical management within the framework of the International Classification of Function. Prerequisite: admission to the Communication Sciences and Disorders program and senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

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## Department of Health and Exercise Science (HES)

*Kelly J. Cole, Chair*

*Gregory Anoufrieu  
Melanie D. Austin  
Rebecca A. Battista  
Erin L. Bouldin  
Richard W. Christiana  
Scott R. Collier  
Kimberly S. Fasczewski  
Ashley Goodman  
B. Adam Hege  
Jennifer S. Howard  
Rebecca M. Kappus  
Steven R. McAnulty*

*Jeffrey M. McBride  
Edward K. Merritt  
Marco Meucci  
Anne M. Moody  
Jamie L. Moul  
Alan R. Needle  
David C. Nieman  
Max C. Poole  
Laurie A. Rivera  
Jan C. Rowe  
R. Andrew Shanely  
Christopher S. Shreve*

*Caroline J. Smith  
Jeffrey T. Soukup  
Abigail S. Stickford  
Jonathon L. Stickford  
N. Travis Triplett  
Alan C. Utter  
Colleen M. Utter  
Herman van Werkhoven  
Frederick K. Whitt  
Jennifer J. Zwetsloot  
Kevin A. Zwetsloot*

The Department of Health and Exercise Science educates students in the art and science of human movement and performance, promoting health, and rehabilitation. The department provides instruction, conducts research and delivers services to improve the overall educational experience for the student. Following graduation, the student is prepared to develop programs in a variety of professional settings and with diverse populations.

### **Bachelor of Science in Athletic Training (AT)**

The Athletic Training degree will provide the undergraduate student with a blend of academic coursework and clinical experience in appropriate athletic training settings. It is the intention of this degree to prepare students to become healthcare professionals and practice athletic training in a high school, college/university, professional, industrial, clinical/hospital, military, or performing arts setting.

#### **The Bachelor of Science degree in Athletic Training (565A/51.0913)**

The program of study is available at: [www.programsofstudy.appstate.edu/athletic-training-bs-565a-2016-2017](http://www.programsofstudy.appstate.edu/athletic-training-bs-565a-2016-2017)

The Athletic Training program requires the student to apply for admission to the curriculum. Requirements for admission: submission of a program application, a 2.5 cumulative GPA from Appalachian State University with 12 semester hours at Appalachian State University, a minimum of 30 hours of active observation in Appalachian State University's athletic training rooms, three letters of recommendation, a journal, a goal statement, an insight statement, a signed Technical Standards document (available on the website for the HES department), and a personal interview. Students must maintain a 2.5 GPA and must earn a grade of "C" or higher in AT 1600, AT 2100, AT 2300, AT 2400, AT 3010, AT 3215, AT 3600, AT 3610, AT 3615, AT 3620, AT 3625, AT 4025, and AT 4030. The Athletic Training program is a CAATE accredited program that prepares the student for the BOC Examination and North Carolina licensure. Contact the director of the Athletic Training program in the Department of Health and Exercise Science for further information.

### **Exercise Science (ES)**

The Exercise Science degree prepares students for advanced study in the fields of exercise physiology, biomechanics, physical therapy, medicine, and biomedical research. The degree also prepares students to be qualified professionals for employment in athletics programs, exercise/fitness centers, hospital wellness programs, corporate fitness programs, rehabilitation centers, and other allied health areas. Students may also choose from three optional concentrations to further specialize in specific areas of exercise science.

#### **Bachelor of Science in Exercise Science (567\*A/31.0505)**

The program of study is available at: [www.programsofstudy.appstate.edu/exercise-science-bs-567a-2016-2017](http://www.programsofstudy.appstate.edu/exercise-science-bs-567a-2016-2017)

##### **Clinical Exercise Physiology concentration (567E)**

The program of study is available at: [www.programsofstudy.appstate.edu/exercise-science-bs-clinical-exercise-physiology-567e-2016-2017](http://www.programsofstudy.appstate.edu/exercise-science-bs-clinical-exercise-physiology-567e-2016-2017)

##### **Pre-Professional concentration (567B)**

The program of study is available at: [www.programsofstudy.appstate.edu/exercise-science-bs-pre-professional-567b-2016-2017](http://www.programsofstudy.appstate.edu/exercise-science-bs-pre-professional-567b-2016-2017)

##### **Strength and Conditioning concentration (567D)**

The program of study is available at: [www.programsofstudy.appstate.edu/exercise-science-bs-strength-and-conditioning-567d-2016-2017](http://www.programsofstudy.appstate.edu/exercise-science-bs-strength-and-conditioning-567d-2016-2017)

A cumulative GPA of 2.5 based on at least 12 earned semester hours at Appalachian is required prior to declaring the Exercise Science major. Transfer students may be allowed to declare the Exercise Science major prior to earning 12 semester hours at Appalachian if they have earned a 3.0 cumulative GPA on coursework completed prior to entering Appalachian. The pre-professional concentration

requires a minimum 3.3 GPA, as well as a minimum grade of B in the ES 2031/2032 sequence, and a minimum grade of B- in BIO 1801, CHE 1101/1110, and CHE 1102/1120. Students must maintain the minimum 3.3 GPA to remain in the pre-professional concentration. Students must be a declared Exercise Science major or minor in order to enroll in Exercise Science courses at the 3000-level or above.

The Department of Health and Exercise Science offers an honors program in Exercise Science to undergraduate students with distinguished academic records. Students must complete 9 hours of honors credit consisting of 3 hours of senior honors thesis (ES 4510) under the guidance of their thesis supervisor. The remaining 6 hours of credit can be attained by negotiating an honors contract in certain exercise science courses at the 3000 level and above. Credit earned in courses taken for honors credit can be applied towards the undergraduate degree in Exercise Science. For admission into the honors program, students must have a minimum GPA of 3.45 in all coursework and complete a departmental application to the honors program. To graduate with an "Honors in Exercise Science" the student must complete the above honors sequence with a minimum grade of "B" in courses taken for honors credit and a cumulative GPA of 3.45 in all coursework at the time of graduation.

### **Minor in Exercise Science (519/31.0505)** (17-21 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/exercise-science-minor-519-2016-2017](http://www.programsofstudy.appstate.edu/exercise-science-minor-519-2016-2017)

### **Honors Program in Exercise Science**

The Department of Health and Exercise Science offers an honors program in Exercise Science to undergraduate students with distinguished academic records. Students must complete 9 hours of honors credit consisting of 3 hours of senior honors thesis (ES 4510) under the guidance of their thesis supervisor. The remaining 6 hours of credit can be attained by negotiating an honors contract in certain exercise science courses at the 3000 level and above. Credit earned in courses taken for honors credit can be applied towards the undergraduate degree in Exercise Science. For admission into the honors program, students must have a minimum GPA of 3.45 in all coursework and complete a departmental application to the honors program. To graduate with an "Honors in Exercise Science" the student must complete the above honors sequence with a minimum grade of "B" in courses taken for honors credit and a cumulative GPA of 3.45 in all coursework at the time of graduation.

### **Health Promotion (HP)**

Students earning a Health Promotion degree will have the competencies needed to provide leadership in health promotion and disease prevention for communities, hospitals, voluntary agencies, schools, and private industry.

### **The Bachelor of Science degree in Health Promotion (509A/51.2207)**

The program of study is available at: [www.programsofstudy.appstate.edu/health-promotion-bs-509a-2016-2017](http://www.programsofstudy.appstate.edu/health-promotion-bs-509a-2016-2017)

### **Minor in Health Promotion (509/51.2207)** (17 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/health-promotion-minor-509-2016-2017](http://www.programsofstudy.appstate.edu/health-promotion-minor-509-2016-2017)

### **Graduate Degree**

The Department of Health and Exercise Science offers the following degree at the graduate level: Master of Science degree in Exercise Science with concentrations in Clinical Exercise Physiology, Research, and Strength & Conditioning. Persons interested in this degree are requested to consult the *Graduate Bulletin* for further information.

### **Courses of Instruction in Athletic Training (AT), Exercise Science (ES), and Health Promotion (HP)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### **ATHLETIC TRAINING (AT)**

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#### **AT 1600. Introduction to Athletic Training** (3).F;S.

An introductory course to athletic training. Topics covered include an introduction to the profession and educational process, safety in the training room, musculoskeletal and surface anatomy, sports medicine terminology, injury recognition and basic evaluation, use of therapeutic modalities, and rehabilitation techniques. Lecture three hours.

#### **AT 1800. Athletic Training Clinical Laboratory I** (2).S.

A guided, practical clinical experience for the entry level athletic training student. Experiences will include, but not be limited to, general athletic training room operation and instruction and application of cryotherapy, thermotherapy, flexibility, wellness and environmental screening techniques, and prophylactic taping. Prerequisite: acceptance into the CAATE accredited Athletic Training program. Clinical education experience two hours.

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**AT 2100. Emergent Care Strategies (2).F;S.**

This seminar course should be taken by students in their second year of the athletic training program. Course content will focus on fabrication of protective equipment, spinal injuries and management, emergency planning, and will supplement the learning experience gained from clinical work. Prerequisite: AT 1600 and AT 1800.

**AT 2300. Manual Evaluation Techniques of Joint Movement (4).F;S.**

The course covers the body's response to injury/illness, soft tissue and bony palpation, goniometry, manual muscle testing, posture evaluation, and gait analysis. It will provide a foundation for future courses in injury/illness evaluation and management. Hands-on practice with movement assessment techniques and cadaver dissection is provided. Prerequisites: AT 1600 and AT 1800. Lecture three hours, laboratory two hours.

**AT 2400. Medical Conditions and Disabilities (4).F.**

A course designed to expand on the knowledge gained in ES 2032, Human Anatomy and Physiology II. This course will also focus on the application of anatomy and physiology to the pathogenesis of disease and disabilities as they relate to allied health professionals. Prerequisites: AT 1600, AT 2300 and ES 2032. Lecture three hours, laboratory two hours.

**AT 2600. Athletic Training Clinical Laboratory II (2).F.**

A guided, practical clinical experience for the second semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to assess joint movement and function. Prerequisites: AT 1600 and AT 1800. Corequisite: ES 2031. Clinical education experience two hours.

**AT 2700. Athletic Training Clinical Laboratory III (2).S.**

A guided, practical clinical experience for the third semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to assess joint movement and function and therapeutic modalities. Prerequisite: AT 2600. Clinical education experience two hours.

**AT 3000. Athletic Training Clinical Laboratory IV (3).F.**

A guided, practical clinical experience for the fourth semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to evaluate injuries/illness. Prerequisite: AT 2700. Clinical education experience three hours.

**AT 3010. Therapeutic Medications in the Rehabilitation Sciences (3).F.**

A problem-based learning class that will provide an understanding of pharmacologic applications and governing pharmacy regulations relevant to the rehabilitation sciences. Lecture three hours. Prerequisite ES 2032.

**AT 3215. Athletic Training Clinical Organization and Administration (2).S.**

A course focusing on the organizational and administrative components of an athletic training program including those pertaining to: a) facility design; b) health care; c) financial management; d) training room management; e) use of computers in the training room; and f) public relations.

**AT 3400. Athletic Training Clinical Laboratory V (3).S.**

A guided, practical clinical experience for the fifth semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to evaluate and rehabilitate injuries/illness. Prerequisite: AT 3000. Clinical education experience three hours.

**AT 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**AT 3530–3549. Selected Topics (1–4). On Demand.**

**AT 3600. Orthopedic Clinical Evaluation and Diagnosis I (3).F.**

An advanced course in orthopedic clinical evaluation and diagnosis. The course will include introductory material related to orthopedic clinical evaluation and diagnosis and in-depth investigation of the foot and ankle, knee, hip, and shoulder. Hands-on practice with orthopedic clinical evaluation and diagnostic procedures is provided. Prerequisite: AT 2300. Lecture three hours.

**AT 3610. Therapeutic Modalities and Intervention Strategies I (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

The course covers the physical basis and physiological effects of agents, modalities, and alternative intervention strategies used

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in the treatment of injuries to an active population. The emphasis will be on establishing a theoretical foundation for selecting a treatment protocol for an injury. Hands-on practice with equipment is provided. Prerequisites: AT 1600, ES 2031, and RC 2001 or its equivalent. Lecture three hours.

**AT 3615. Orthopedic Clinical Evaluation and Diagnosis II (3).S.**

The student will have the opportunity to build on knowledge acquired in AT 3600. In-depth investigation of orthopedic clinical evaluation and diagnosis of the upper extremity, abdomen, lumbar, thoracic, cervical spine, and head and face will be included. Prerequisite: AT 3600. Lecture three hours.

**AT 3620. Conditioning and Rehabilitative Exercises I (3).F.**

The course covers the principles of conditioning and rehabilitative exercises. Topics for discussion include the five principles of rehabilitation, principles of exercise progression, cardiovascular and muscular conditioning, aquatic exercise, plyometric exercise, and isokinetic testing. Hands-on practice with equipment is provided. Prerequisite: AT 2300. Lecture three hours.

**AT 3625. Conditioning and Rehabilitative Exercises II (3).S.**

The student will build on knowledge acquired in AT 3620. In-depth investigation of anatomically based rehabilitation techniques, criteria for return to activity, and basics of surgical procedures will be included. Hands-on practice with equipment is provided. Prerequisite: AT 3620. Corequisite: AT 3615. Lecture three hours.

**AT 4000. Athletic Training Clinical Laboratory VI (4).F;S.**

A guided, practical experience for advanced level athletic training students. Experiences will include, but not be limited to, organization and administration within medical settings, general medical experience, and evaluation, treatment, and rehabilitation of injuries/illnesses. Prerequisite: AT 3400. May be repeated for a total credit of eight semester hours. Clinical education experience four hours.

**AT 4025. Therapeutic Modalities and Intervention Strategies II (3).S.**

The course covers nutritional, psychosocial, and complementary and alternative strategies used in the treatment of the injuries incurred by physically active populations. Prerequisites: AT 3600, AT 3610, AT 3620, and HP 1105. Lecture three hours.

**AT 4030. Evidence-Based Practice in Athletic Training (3).F.**

*GEN ED: Capstone Experience*

A course designed for senior athletic training students. Discussion topics will include developing clinical research questions, assessing research study design, understanding statistical analyses, interpreting peer-reviewed manuscripts, and conducting systematic reviews of literature. These skills will be applied as they relate to the prevention, diagnosis, and treatment of sports-related injuries. Prerequisites: AT 3615, AT 3625, and AT 4025. Lecture three hours.

## EXERCISE SCIENCE (ES)

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**ES 2002. Introduction to Exercise Science (3).F;S.**

The course is an introduction to the field of Exercise Science. Topics will include the history, future, and professional opportunities within the sub-disciplines: exercise physiology, biomechanics, sports nutrition, sports psychology, and motor behavior.

**ES 2005. Introduction to Physiological Assessment (3).F;S.**

This course acquaints the student with various aspects of developing and conducting a fitness assessment within the public sector. Principles of risk factor identification and stratification along with pre-participation health screening will be discussed. Methods of assessing health-related physical fitness will be taught in an applied manner and will include cardiorespiratory endurance, body composition, muscular strength and muscular endurance. The theory will be followed by application of the above parameters to the purposes, principles and precautions of an exercise program.

**ES 2020. Measurement and Evaluation in Exercise Science (3).F;S.**

Introduction to measurement and evaluation practices pertinent to exercise science. Emphasis will be placed on computer applications of data collection, organization, analysis, and interpretation. Prerequisite: MAT 1020 or higher. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**ES 2030. Concepts in Human Anatomy and Physiology (4).F;S.**

This course will provide an overview of human anatomy and physiology with a particular focus on organ systems related to sports science, health, and wellness. Topics will include structure, function and the interrelationships of organ systems. Lecture three hours,

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laboratory two hours. Prerequisite: BIO 1201; or BIO 1801; or CHE 1101 and CHE 1110.

**ES 2031. Human Anatomy and Physiology I (4).F;S.**

This course is the first of a two-semester sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with an emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of the principles of anatomy and physiology and their interrelationships. Lecture three hours, laboratory two hours. Prerequisites: CHE 1101 and CHE 1110; or BIO 1201; or BIO 1801. Corequisites or prerequisites: BIO 1202; or BIO 1802; or CHE 1102 and CHE 1120.

**ES 2032. Human Anatomy and Physiology II (4).F;S.**

This course is the second of a two-semester sequence of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are included. Upon completion, students should be able to demonstrate an in-depth understanding of the principles of anatomy and physiology and their interrelationships. Lecture three hours, laboratory two hours. Prerequisite: ES 2031.

**ES 3002. Exercise Physiology (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

The course will focus on: basic energy, musculoskeletal, nervous, cardiovascular and respiratory systems as they relate to aerobic and anaerobic exercise. Emphasis will be placed on the adaptations of these systems to training. Lecture three hours. Prerequisite: Declared Athletic Training major or Exercise Science major or minor; RC 2001 or its equivalent; ES 2030 or ES 2031/ES 2032.

**ES 3005. Advanced Physiological Assessment (3).F;S.**

*GEN ED: Capstone Experience*

This course introduces the student to exercise leadership with an application of advanced physiological assessment. Maximal exercise testing, resting and exercising electrocardiogram, assessments for aerobic and anaerobic power, exercise capacity, measurement outcomes, and exercise programming will be covered in theory and application. Prerequisites: Declared Exercise Science major or minor, ES 2005 and ES 3002.

**ES 3350. Introduction to Motor Behavior (3).On Demand.**

This course will provide an introduction to motor behavior which includes its subdisciplines motor control, motor development, and motor learning. It will provide a theoretical background for understanding how we move as children, adolescents and adults. Discussions will entail the complex nature of processing, developing, and refining movements. Additionally, we will consider how to teach movement skills and analyze various factors that can influence how one acquires these skills. Finally, this course will analyze constraints that can alter movement patterns and skills and formulate ideas as to how they play a role in physical activity and health. Prerequisite: Declared Exercise Science major or minor.

**ES 3500. Independent Study (1-4).F;S.**

**ES 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**ES 3530-3549. Selected Topics (1-4). On Demand.**

**ES 3550. Introduction to Biomechanics (4).F;S.**

A study of neuromuscular and mechanical principles of motion as related to the analysis of optimum motor skill performance. Prerequisites: Declared Exercise Science major or minor, ES 2030 or ES 2031, and MAT 1020 or higher. Lecture three hours, laboratory two hours.

**ES 3590. Interprofessional Approaches to Health and Physical Activity (3).On Demand.**

This course will discuss the overall health of the local community. While discussions will entail the complex determinants of health, emphasis for this course will be on the benefits of physical activity to overall health. Additionally, it will consider how to study rural communities and the health issues they face as well as the local community resources available as they relate to physical activity. Finally, conversations will consist of how to build healthy communities while examining national and local campaigns that address rural community health. Prerequisite: Declared Exercise Science major or minor, or permission of instructor; junior or senior standing.

**ES 3600. Team-Based Patient Care (1).SS.**

The course is an introduction to a team approach to healthcare and is targeted at students who wish to enter one of the various fields

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of the medical profession. Topics will include strengths and challenges of delivering healthcare to rural North Carolina, understanding the patient's perspective on the local/regional health care system, and an introduction to patient centered medical home (PCMH). Prerequisite: Permission of the instructor and junior or senior standing.

**ES 3700. Professional Development in Exercise Science (1).**On Demand.

Students will interact with faculty, peers, and professionals in related fields. Topics will focus on synergistic effects of subspecialties, vocational opportunities, vita writing and interviewing, and other current professional issues in preparation for post-graduate career development. Prerequisite: Declared Exercise Science major or minor, junior or senior standing. Graded on an S/U basis.

**ES 3900. Internship (1-12).**F;S.

A guided, practical experience at a qualified program site. All prospective interns should be declared exercise science majors and must plan their placement under the supervision of an exercise science internship coordinator. Internship credit is determined by the ratio of 40 contact hours for one hour of credit for a maximum of 12 s.h. Prerequisites: Declared Exercise Science major or minor, junior or senior standing. Graded on an S/U basis.

**ES 4000. Strength and Conditioning Theory and Practice (3).**F.

A comprehensive study of training theory and methods with an emphasis on the development of maximal strength, power, and anaerobic capacity. Also included is a brief review of neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training, as well as hands-on experience in lifts, drills, and testing procedures. Lecture three hours. Prerequisite: Declared Exercise Science major or minor, ES 3002.

**ES 4050. Practicum: Pre-professional (3).**F;S.

This course provides an educational experience in which the student acquires observation hours in an occupation directly related to her/his career interest in exercise science. Potential areas to obtain hours include physical therapy, occupational therapy, chiropractic clinics, medical centers, or fitness facilities. The practicum provides an opportunity to apply knowledge from the classroom into a more practical atmosphere. Prerequisite: Declared Exercise Science major, senior standing, ES 3005. Prerequisite or corequisite: ES 3550. Graded on an S/U basis.

**ES 4060. Practicum: Strength and Conditioning (3).**F;S.

Practical application of scientific principles and concepts related to collegiate, professional, or high school strength and conditioning, personal training, or adult wellness. Prerequisites: Declared Exercise Science major, senior standing, ES 3002. Prerequisite or corequisite: ES 3550. Graded on an S/U basis.

**ES 4100. Advanced Topics in Exercise Science (3).**F;S.

This course includes a comprehensive review of various topics relating to aspects of exercise and training. Possible topics include bioenergetics, neuromuscular, endocrine, cardiorespiratory, environmental, and biomechanical. Lecture three hours. Prerequisite: Declared Exercise Science major or minor, ES 3002.

**ES 4200. Exercise for Special Populations (3).**On Demand.

This course provides information on exercise for special populations, which are groups of individuals who exhibit medical conditions (such as obesity, cardiovascular or respiratory disease) or are in life stages (such as children, pregnant women, and the elderly) where health and functional ability is altered or impaired. This course will examine anatomical and physiological changes, precautions during exercise, benefits of exercise, recommendations for exercise, and nutritional considerations for special populations that a clinician, practitioner, or personal trainer would commonly encounter. Course material may be delivered through lectures, discussions, demonstrations, and/or videotape presentations. Prerequisites: Declared Exercise Science major or minor, ES 2005 and ES 3002.

**ES 4300. Environmental Physiology (3).**On Demand.

This course explores how the human body responds to extreme environmental challenges, including heat and cold stress, hyperbaric and hypobaric conditions, microgravity, and air pollution. A specific emphasis will be placed on physiological responses and adaptations of the cardiovascular and respiratory systems during acute and chronic exposure to these conditions. Course material may be delivered through a combination of approaches, including lectures, discussion, demonstrations, and/or videotape presentations. Prerequisites: Declared Exercise Science major or minor, and ES 3005

**ES 4400. Technology in Exercise Prescription and Programming (3).**SS.

Exercise science majors will gain experience leveraging technology and software to communicate with patients, clients, co-workers, and supervisors. Students learn skills for designing and producing quality materials using media forms such as audio and video, the Microsoft Office Suite of programs, online resources, and emerging technologies. Prerequisite: junior or senior standing; course is available only to declared Exercise Science majors or minors.

**ES 4510. Exercise Science Honors Thesis (3).**On Demand.

Independent study and research for an exercise science thesis or project. Directed and graded by a faculty member in the Department of Health and Exercise Science. Enrollment is by invitation or application only.

**ES 4555. Nutritional Aspects of Exercise and Sports (3).**F;S.

A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: Declared Exercise Science major or minor, NUT 2202 and ES 3002. (Same as NUT 4555.)

**ES 4600. Survey of Sports Performance (3).**S.

This course is designed to acquaint the student with a variety of non-Olympic, Summer and Winter Olympic sports. An overview of each sport will be presented, including sport rules, physiological and biomechanical requirements, and other performance characteristics, such as the primary emphasis areas for resistance training. Prerequisite: Declared Exercise Science major or minor, ES 3002.

**ES 4620. Cardiovascular Physiology (3).**F.

This course provides an overview of cardiorespiratory physiology to provide insight into cardiovascular function and mechanics. Topics such as cardiac function, blood flow, ventilation, oxygen transport and metabolism will be covered, focusing on cardiovascular control during acute and chronic exercise. Prerequisite: Declared Exercise Science major or minor, ES 3002.

**ES 4625. Concepts of Clinical Exercise Testing (3).**F.

This course provides experience in clinical exercise testing and interpretation for various chronic disease populations. Students will be required to conduct a variety of clinical exercise tests used in the assessment of common cardiopulmonary and metabolic chronic diseases. Students will be required to demonstrate proficiency through practical evaluations, written examinations, and group presentations. Emphasis will be placed on the development of clinical skills of various testing methods commonly used in hospital-based testing labs. Prerequisite: Declared Exercise Science Major or Minor; ES 3002.

**ES 4645. Cardiopulmonary Pathophysiology and Rehabilitation (3).**S.

This course details the functions of the cardiovascular and respiratory systems emphasizing pathophysiology and treatment, including exercise-related therapies. Prerequisite: Declared Exercise Science major or minor, ES 3002.

**ES 4660. Exercise Prescription for Clinical Populations (3).**S.

This course presents a comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in healthy individuals and in those with metabolic, cardiovascular and/or pulmonary disease. The student will gain an understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with cardiovascular (hypertension, atherosclerosis), metabolic (diabetes, thyroid, obesity, osteoporosis), pulmonary (asthma, emphysema), and musculoskeletal diseases/disorders. Prerequisite: Declared Exercise Science major or minor, ES 3002.

## HEALTH PROMOTION (HP)

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**HP 1105. Health and Fitness (2).**F;S.

*GEN ED: Wellness Literacy*

Emphasis on health and fitness trends in America, fitness and health testing concepts, exercise prescription, nutrition principles, prevention and treatment of chronic diseases such as heart disease, obesity, cancer, diabetes mellitus, and osteoporosis, the relationship between health habits and aging and psychological health, stress management, and precautions in exercise. Each student will have their health and physical fitness status tested, including results on personal cardiorespiratory, body composition, and musculoskeletal fitness status, and personal diet, heart disease, health age, and stress profiles.

**HP 2000. Introduction to Public Health (3).**F;S.

This course is designed to provide an overview of public health with an emphasis on the population perspective and the impacts of healthcare systems. This course will provide students with the tools to think critically about the various areas of public health including environmental and social/behavioral influences on the health of the public in the U.S. The fields of public health and medicine will also be compared and contrasted.

**HP 2200. Lifestyle Disease and Risk Reduction (3).**F;S.

A review of the major lifestyle diseases (heart disease, cancer, diabetes mellitus, HIV infection, hypertension, etc.) and appropriate screening tests and interventions to reduce risk. Emphasis will be placed on the study and interpretation of the U.S. Preventive Services Task Force guide for clinical preventive services.

**HP 2500. Independent Study (1-4).**F;S.

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**HP 3000. Fitness in Health Promotion (3).F;S.**

In this course, the emphasis will be placed on health and fitness trends in America, fitness and health testing concepts, exercise prescription, nutrition principles, and prevention and treatment of chronic diseases such as heart disease, obesity, cancer, diabetes mellitus, and osteoporosis. Focus is also placed on psychological health, stress management, precautions in exercise, and the relationship between healthy habits and aging. Students will examine their individual health and physical fitness status, including cardiorespiratory fitness, body composition, musculoskeletal fitness, personal diet, heart disease risk, health age, and stress profiles.

**HP 3100. Emergency Care and CPR (3).F;S.**

The course content and activities should prepare students to make appropriate decisions about the care given to victims of injury or sudden illness. Two American Red Cross certificates may be earned: (1) Emergency Response and (2) CPR for the Professional Rescuer. (Same as HED 3100.)

**HP 3130. Environmental Health (3).F;S.**

Study of the application of various principles of environmental sciences and ecology as they relate to the prevention and control of disease, over-population, pollution of water, air, land, solid waste and noise. The interdependence of man, the environment, and disease will be stressed.

**HP 3200. Health Risk Appraisal (3).F;S.**

A practical review of major computer software programs and health risk appraisal methods for assessment of stress, health age, dietary quality, and physical fitness. Students will practice over 10 computer software programs during laboratory time, and should learn how to measure nutritional status, psychological mood state, and health risk. In addition, students will have the opportunity to learn anthropometry and counseling techniques. Lecture two hours, laboratory two hours.

**HP 3500. Independent Study (1-4).F;S.**

**HP 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**HP 3530-3549. Selected Topics (1-4). On Demand.**

Advanced study in selected current health topics. Topics will be chosen on the basis of their impact on the health status of society and on their relevance to students. May be repeated for a maximum of nine (9) hours with no specific topic being taken more than once.

**HP 3700. Health Behavior Change (3).F;S.**

Focuses on the development, implementation, and improvement of interventions and programs targeted at health behaviors. Research and theoretical issues are discussed on a broad range of behaviors- from diet and exercise patterns to safety behaviors. Diverse theoretical perspectives on health behavior are discussed. The personal, family, social, institutional, and cultural determinants of health behavior are considered.

**HP 3800. Health Program Planning and Evaluation (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

Provides an in-depth overview of health program planning and evaluation for all health promotion settings - community, schools, clinical, and worksite. Specifically, students will study how to assess individual and community needs for health promotion, plan and implement effective health promotion programs, evaluate the effectiveness of health promotion programs, and coordinate the provision of health promotion services. Prerequisite: RC 2001 or its equivalent.

**HP 4100. Biostatistics (3).F;S.**

A study of computational techniques, theoretical frameworks and methodology used in the application, measurement, interpretation and evaluation of statistics in the health sciences. Students will utilize statistical software to apply theoretical principles and to further their understanding of data within the health promotion field.

**HP 4200. Principles of Epidemiology (3).F;S.**

An introduction to epidemiology, defined as the study of the distribution and determinants of diseases and injuries in human populations. Emphasis will be placed on descriptive epidemiology, observational studies, and therapeutic trials of both infectious and chronic diseases. Prerequisite: HP 4100.

**HP 4300. Smoking Cessation/Alcohol Treatment Programs (3).F;S.**

An examination of the health risks and social problems associated with tobacco usage and alcohol consumption in the U.S. The first part of the course concerns itself with the acute and chronic effects of alcohol consumption and treatment programs for alcoholism; the

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second part of the course examines the biomedical effects of tobacco usage (especially cigarette smoking), and programs for smoking cessation. The course also uses the substances of tobacco and alcohol as vehicles for discussion of theoretical models of addiction.

**HP 4400. Weight Management (3).F;S.**

This course examines current research on the theories, health risks, and treatment of obesity. Topics include body composition assessment, dietary guidelines for Americans, role of exercise in weight management, treatment approaches, theories on health behavior change, and screening, assessment, referral resources, and legal constraints and liabilities related to practice. The course focuses on the development of skills necessary to critically review current weight loss claims/programs. Attention will also be devoted to eating disorders and non-diet approach to health and fitness. Prerequisite: NUT 2202 (Nutrition and Health).

**HP 4600. Public Health Policy (3).F;S.**

This course provides an overview of the public health policy process in the US including the roles, influences and responsibilities of governmental agencies at all three levels of government; examination of historical and current public health policy issues, survey of methods for analyzing public health policy, and strategies for advocacy.

**HP 4701. Seminar in Health Promotion (3).F;S.**

A critical examination of nutritional, exercise, and health promotion products, information, and quackery. Current knowledge in nutrition, health, exercise physiology, biology, and biochemistry is used to analyze the products, information, and claims for legitimacy. Prerequisite: HP 3200.

**HP 4800. Health Promotion Interventions (3).F;S.**

This course is designed to provide in-depth understanding of the structure and function of our current health care system and the role of health promotion in addressing our nation's health. Management and organizational issues related to health promotion/education programs will be included. This course also addresses acquisition of skills in the following areas: grant writing, effective presentation, health education curricula development, community organizing and community building, and preparing students for their internship experiences. Prerequisites: HP 3800 and senior status or permission of the instructor.

**HP 4900. Internship (3-12).F;S.**

*GEN ED: Capstone Experience*

Students are placed in a variety of health related agencies such as health departments, community action agencies, community mental health centers, educational institutions, wellness programs, hospitals, industrial/business settings, etc. for part or all of a semester or summer, under the direction of the health internship coordinator. The student surveys agency functions, completes a project and writes a final paper under the supervision of a health educator or health related person. Prerequisite: senior standing. Graded on an S/U basis.

## Department of Nursing (NUR)

*Kathleen M. Rayman, Chair*

*Jean Bernard*

*Dana Brackney*

*Teresa D. Carnevale*

*Tyia Dawson*

*Elizabeth A. Fiske*

*Jamie Glover*

*Carolyn S. Huffman*

*R. Victoria Hughes*

*Linda S. Johanson*

*Angela M. Koontz*

*Susan M. Lane*

*Phoebe A. Pollitt*

*Kimberly S. Priode*

*LaShanda Sell*

*Rebecca Turpin*

### Mission

The mission of the BSN program at Appalachian State University is to advance our students' cultural, intellectual, and personal development in order to prepare them for professional practice as registered nurses. This mission is achieved through the efforts of faculty committed to excellence in teaching, scholarship, and service. A broad in-depth curriculum is built on the study of arts, humanities, mathematics, natural and social sciences, and standards for professional nursing practice. Graduates serve their community by applying research and principles of education in their practice of nursing.

### Goals

The goals of the BSN program are to:

1. Provide a quality program in nursing based on a liberal education and professional nursing values, competencies, and knowledge
2. Facilitate the development and implementation of professional nursing roles in caring for individuals, families, groups, and communities from diverse geographical and cultural backgrounds through the application of knowledge, theory, and research from nursing as well as other related disciplines
3. Instill in students an appreciation for and commitment to lifelong learning, scholarship, and service in order to promote their personal growth, advance the profession of nursing, and meet the health needs of society
4. Prepare nurses who can practice as generalists in any health care setting
5. Provide a foundation for graduate nursing education

### Program Outcomes

The following educational outcomes are based on the mission, goals, and philosophy of Appalachian State University's Department of Nursing. The program graduate will:

1. Provide holistic nursing care to individuals, families, groups, communities, and populations across the lifespan based on professional nursing standards
2. Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, and health restoration needs across the lifespan.
3. Demonstrate accountability for formal and informal experiences that promote both personal and professional growth and lifelong learning.
4. Employ competent communication skills (listening, verbal, nonverbal, written, and electronic) with individuals, families, groups, communities, and populations as well as members of the interprofessional health care team facilitating a culture of quality and safety.
5. Competently utilize technology and health information resources for self, colleagues, individuals, families, groups, and communities.
6. Exhibits leadership skills such as coordinating, collaborating, delegating, and supervising nursing care provided by others.
7. Collaborate with individuals, groups, communities, and populations through mutual goal setting, advocacy, and education to promote health and wellness.
8. Exhibit a patient centered approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.
9. Adhere to economic, ethical, legal, and professional nursing standards in nursing practice.
10. Appraise the continuum of care and resource utilization based on the liberal arts foundation and nursing knowledge.

### Bachelor of Science in Nursing (BSN) (809A/51.3801)

*[This program is for students who have the educational goal of obtaining the Bachelor of Science in Nursing degree in order to be eligible to sit for the National Council Licensing Examination (NCLEX) to become a registered nurse (RN).]*

The Appalachian State University Bachelor of Science in Nursing (BSN) degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). The BSN program is designed to provide an undergraduate student the opportunity to earn a Bachelor of Science in Nursing (BSN) degree, leading to licensure as a Registered Nurse.

### Admission Criteria

The application deadline for admission is January 15. Acceptance into the BSN program is based on the student's application, earned

GPA, and academic performance on selected preliminary course work.

For specific guidelines on admission requirements and to complete an application form, please refer to the Admissions portion of the Department of Nursing's website at [www.nursing.appstate.edu/application](http://www.nursing.appstate.edu/application).

Students must apply for admission to Appalachian State University prior to admission to the BSN degree nursing program. Acceptance to the University, completion of preliminary course work, essay, and GPA do not guarantee admission to the BSN program. Admission of students is a competitive process. Not all applicants who meet the requirements can be accommodated; therefore, applicants whose credentials present the best qualifications of those meeting requirements will be selected.

### **The Bachelor of Science in Nursing (BSN) (809A/51.3801)**

The program of study is available at: [www.programsofstudy.appstate.edu/nursing-bsn-809a-2016-2017](http://www.programsofstudy.appstate.edu/nursing-bsn-809a-2016-2017)

#### **Progression in the BSN Program**

To progress from one semester to the next in the BSN program, a student must achieve a grade of "C" or higher in each nursing (NUR) course, and achieve a grade of "Satisfactory" in each clinical nursing course. If a student receives a grade of "Incomplete" for a nursing course, the "Incomplete" must be satisfied with a grade of "C" or higher before a student may progress to the next semester of nursing courses. Students must also maintain a cumulative nursing GPA of at least 2.5 at the end of the junior spring semester and each semester thereafter; maintain current CPR certification at the healthcare provider level; maintain yearly tuberculosis screening; meet all current health and immunization requirements of the Department of Nursing; and adhere to all policies of the University, the Nursing Department, and the clinical agencies where assigned for clinical experiences.

Students may be allowed to repeat one nursing course one time if they earn a grade below "C."

Students should refer to [www.nursing.appstate.edu](http://www.nursing.appstate.edu) for complete policies and procedures regarding progression in the BSN program, dismissal from the BSN program and possible readmission to the BSN program following dismissal.

#### **Transfer Credit**

All nursing courses must be taken at Appalachian State University. The Comprehensive Articulation Agreement (CAA) with North Carolina community colleges and other relevant university policies will be followed in evaluating non-nursing credits from North Carolina community colleges.

### **Bachelor of Science in Nursing (RN to BSN) (563A/51.3801)**

*[For students who have already earned an associate degree in nursing, AAS (Associate of Applied Science) or a Diploma in Nursing, and have passed the national licensing exam (NCLEX) for registered nurses (RN).]*

The Appalachian State University Bachelor of Science in Nursing online RN to BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The RN to BSN program is designed to provide a registered nurse (RN) the opportunity to earn a Bachelor of Science degree in Nursing (BSN). This program recognizes prior learning and clinical competencies as part of the undergraduate curriculum. The undergraduate program reflects a transition to professional nursing practice. Courses in the RN to BSN program are offered in an online format.

#### **Admission Criteria**

Criteria for admission to the RN to BSN program include: submission of an application; admission to Appalachian State University by meeting the general requirements for admission as a transfer student; provision of evidence of an earned associate degree in nursing, AAS (Associate of Applied Science) or a Diploma in Nursing from an accredited institution; possession of a current unrestricted and unencumbered RN license from North Carolina and/or compact state; and a minimum cumulative GPA of 2.5 on a 4.0 scale calculated over all college coursework. Admission to the RN-BSN program is contingent on completion of all required core, elective and/or cognate courses with a minimum grade of "C" in each course. All required core, elective and cognate courses must be satisfactorily completed prior to beginning the RN-BSN program.

### **The Bachelor of Science in Nursing degree (RN to BSN) (563A/51.3801)**

The program of study is available at: [www.programsofstudy.appstate.edu/nursing-rn-bsn-563a-2016-2017](http://www.programsofstudy.appstate.edu/nursing-rn-bsn-563a-2016-2017)

#### **Progression Policies**

In order to progress through the RN to BSN program, the student must maintain a current unrestricted and unencumbered RN license from North Carolina and/or compact state; achieve a grade of "C" or higher in each nursing course before proceeding to the next nursing course; maintain a cumulative GPA of 2.5 or higher and an overall GPA of 2.5 in nursing courses at the end of the junior year and every semester thereafter; maintain current CPR certification, annual TB screening, Hepatitis B vaccinations; and adhere to all policies of the University, the nursing program, and clinical agencies. Only one nursing course may be repeated (one time) during progression through the nursing curriculum. Students should refer to [www.nursing.appstate.edu](http://www.nursing.appstate.edu) for complete policies and procedures regarding progression in the RN to BSN program.



**Transfer Credit**

All students who receive a baccalaureate degree granted by Appalachian State University are required to complete a minimum of 50 semester hours at a senior college or university. All nursing courses must be taken at Appalachian State University. The Comprehensive Articulation Agreement (CAA) with North Carolina community colleges and other relevant university policies will be followed in evaluating non-nursing credits from North Carolina community colleges.

**Courses of Instruction in Nursing (NUR)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

**NURSING (NUR)****NUR 2000. Introduction to Professional Nursing Clinical (2).SS.**

This course prepares the student to enter the clinical environment by applying selected nursing concepts, theoretical principles, and nursing skills needed to care for individuals and families across the lifespan. Laboratory, simulation, and clinical experiences are used to develop foundational communication and technical nursing skills. Emphasis is placed on the nurse as a client-centered designer and provider of care. Prerequisite: admission to the BSN degree program.

**NUR 2002. Introduction to Professional Nursing (3).SS.**

This course presents selected nursing concepts, theoretical principles and nursing skills needed to care for individuals and families across the life span. Laboratory simulation experiences are used to develop communication and technical skills prior to attending clinical. Emphasis is placed on the student's development as a safe and caring provider of care. Lecture 30 contact hours, laboratory/clinical 45 contact hours. Prerequisite: admission to the BSN degree program.

**NUR 3000. Nursing Informatics (3).F.**

This course examines the integration of computer science, information science, and nursing science in the nurse's role of designer, manager of information, and coordinator of care. The acquisition, evaluation, and application of information from a variety of sources are analyzed in terms of their applicability for evidence-based practice (EBP) as well as their validity for public access and utilization. Lecture three hours. Prerequisite: admission to the online RN to BSN degree program.

**NUR 3011. Concepts of Professional Nursing (4).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course introduces an expanded knowledge about nurses as members of the profession, providers of care, and coordinators, designers, and managers of care related to differentiated practice. Nursing history, process, and roles are explored. Students receive an introduction to theory, practice, and research concepts. Evidence-based and community-based nursing are introduced along with critical thinking. The nursing process and principles that guide practice are explicated. Nursing trends and issues are identified. Lecture four hours. Prerequisites: admission to the online RN to BSN degree program and RC 2001 or its equivalent.

**NUR 3021. Health Assessment (4).S.**

This course examines the integration of evidence-based knowledge and skills of health assessment into the nurse's roles of provider of care and designer, manager, and coordinator of care. Through the presentation of the concepts of health assessment, coupled with the nursing process, this course emphasizes assessment, identification and documentation of normal and abnormal physical and psychosocial findings across the lifespan with an appreciation of different cultural factors that may influence health. Lecture three hours, laboratory two hours. Prerequisite: admission to the online RN to BSN degree program.

**NUR 3031. Nursing Care of Older Adults (3).S.**

This course covers past, present and predicted trends of the elderly population and their relationship to nursing. The course explores the roles of the nurse with the older adult and her/his family as provider of care as well as designer, manager, and coordinator of care in the many settings where the elder adult lives. The student explores common and chronic health problems, holistic care, safety, ethics, resources, and a variety of health promotion techniques related to the care of the older adult and her/his family. Lecture three hours. Prerequisite: admission to the online RN to BSN degree program.

**NUR 3040. Nursing Pharmacotherapeutics I (1).SS.**

This course examines nursing management of medication therapy across the life span. Nursing process, pharmacodynamics, pharmacokinetics, and pharmacotherapeutics are presented as foundational and critical elements for safe and effective medication management. Emphasis is placed on dosage calculation, administration technique, patient safety, patient monitoring, patient teaching, and legal and ethical considerations. Medication administration procedures with correlating documentation are introduced and demonstrated by practice in lab simulation and clinical. The professional nursing roles of Manager of Care, Coordinator of Care, and

Provider of Care are introduced and explored through the management of medication therapy within the clinical setting. Prerequisite: admission to the BSN degree program.

**NUR 3050. Nursing Pharmacotherapeutics II (1).F.**

This course examines nursing medication management of complex patients across the life span. Emphasis is placed on understanding the route, dosage, purpose, and mechanism of action for medications used to treat inflammation, infectious diseases, pain, pulmonary, and cardiovascular disorders. The professional nursing roles involving patient safety, patient monitoring, patient teaching, and legal and ethical considerations are further explored. Nurse medication management in the roles of Manager of Care, Coordinator of Care, and provider of care are further developed. Prerequisite: admission to the BSN degree program.

**NUR 3060. Nursing Pharmacotherapeutics III (1).S.**

This course examines nursing pharmacotherapeutics related to the management of cancer, mental health conditions, neuromuscular diseases and blood, eye, and ear disorders across the life span. Nursing strategies for dosage calculation, medication administration, patient safety, patient monitoring, patient teaching, and legal and ethical considerations are implemented. Competency is demonstrated in the nurse medication management roles of Manager of Care, Coordinator of Care and Provider of Care. Prerequisite: admission to the BSN degree program.

**NUR 3100. Adult Health Nursing I (3).F.**

This course focuses on the role of the professional nurse as provider of care and member of the interprofessional health care team. Emphasis is on the general principles of health promotion, maintenance, illness care, and rehabilitation in caring for selected adult patients with common alterations in health care needs. The nursing process is reinforced as a basis for nursing care. Lecture three hours. Prerequisite: admission to the BSN degree program.

**NUR 3102. Adult Health Nursing II (3).S.**

This course continues the development of students in the roles of provider of care and designer, coordinator, and manager of care. Emphasis is placed on caring for older adults. Students integrate previous knowledge and skills related to common alterations in health care needs in the care of patients and their families experiencing acute and chronic alterations in health care needs. Lecture three hours. Prerequisite: admission to the BSN degree program.

**NUR 3110. Adult Health Nursing I Clinical (3).F.**

This clinical course provides the beginning student with opportunities to implement the role of provider of care through the application of the nursing process with patients experiencing common alterations in health care needs across the adult life span in a clinical setting. Clinical/laboratory experience consists of 126 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

**NUR 3112. Adult Health Nursing II Clinical (3).S.**

This clinical course provides the student with opportunities to implement the role of provider of care and designer, coordinator, and manager of care. The nursing process is applied in the care of patients and their families who are experiencing acute and chronic alterations in health care needs. Emphasis is placed on caring for the older adult in a clinical setting. Clinical/laboratory experience consists of 126 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

**NUR 3115. Pathophysiology in Nursing (3).F.**

This course focuses on pathophysiology resulting in acute and chronic alterations in health across the life span. Environmental, lifestyle and human factors contributing to altered health states and pathophysiological principles underlying therapeutic interventions are examined. Prerequisite: admission to the BSN degree program.

**NUR 3121. Health Assessment Across the Life Span (3).F.**

This course examines how the nurse integrates evidence-based knowledge and skills of health assessment into the roles of provider of care and designer coordinator, and manager of care. Through the presentation of the concepts of health assessment, coupled with the nursing process, this course emphasizes assessment, identification and documentation of normal and abnormal physical and psychosocial findings across the life span, with an appreciation of different cultural factors that may influence health. Lecture 3 hours. Prerequisite: admission to the BSN degree program.

**NUR 3124. Foundations of Professional Nursing (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course explores the role of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. Nursing history and processes are discussed. Students receive an introduction to theory, practice, and research concepts. Evidence-based practice, research, critical thinking, and ethical/legal principals are introduced. The nursing process and principles that guide practice are analyzed. Lecture three hours. Prerequisites: admission to the BSN degree program and RC 2001

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or its equivalent.

**NUR 3126. Mental Health Nursing (3).S.**

This course describes the role of the nurse as provider of care; designer, coordinator, and manager of care; and member of a profession related to meeting the mental health nursing needs of individuals experiencing alternations in mental health, in the context of families and communities. Promotion and restoration of mental health and prevention of mental illness are explored in individuals across the life span. Theories of mental health/illness and approaches to the care of persons with selected mental illness/emotional needs are examined. The focus is on holistic, patient-centered, and evidence-based care of the patient with mental health nursing needs. Lecture three hours. Prerequisite: admission to the BSN degree program.

**NUR 3128. Mental Health Nursing Clinical (3).S.**

This course assists the student in learning practical applications of the content taught in NUR 3126, Mental Health Nursing. These applications are inherent in the roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. The focus is on evidence-based, holistic approaches to care of the patient in the area of selected mental, emotional, and cognitive alterations. Clinical /laboratory experience consists of 126 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

**NUR 3500. Independent Study (1–4). On Demand.****NUR 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

**NUR 3530–3549. Selected Topics (1–4). On Demand.****NUR 4021. Nursing Care of Communities (4).SS.**

In this course, students concentrate on the nurse's roles of provider of care, designer, manager, and coordinator of care and member of the profession in caring for groups in a community setting. The focus is on assisting vulnerable populations to achieve improved health goals and outcomes. Students participate in a variety of techniques for improving health care, such as patient education. Also, students partner with community agencies to positively influence health care. Lecture three hours, clinical laboratory two hours. Prerequisite: admission to the online RN to BSN degree program.

**NUR 4029. Nursing Leadership and Management (4).SS.**

This course emphasizes professional practice and concentrates on the roles of the professional nurse as a provider of care, as well as a designer, manager, and coordinator of care, in addition to being a member of the profession. Focus includes theories, research, and issues related to leadership, change, and management of nursing practice within the broader context of healthcare delivery. Lecture four hours. Prerequisite: admission to the online RN to BSN degree program.

**NUR 4032. Professional Nursing Synthesis (5).F;S.**

*GEN ED: Capstone Experience*

This capstone course is a synthesis of knowledge, theories, and clinical experiences from course work throughout the nursing major. Students develop learning contracts incorporating the roles of provider of care, designer, manager, and coordinator of care, and the member of the profession. The course consists of 120 clinical hours and 30 hours of clinical conference. Prerequisite: admission to the online RN to BSN degree program.

**NUR 4033. Nursing Research (3).F.**

This course examines the role of research and theory in nursing practice and health care. In addition, it provides an overview and an analysis of research methodologies and the theoretical approaches with a continued look at evidence-based practice. The roles of the professional nurse as a member of the profession and provider of care as they relate to the application of nursing research in practice are explored. Lecture three hours. Prerequisite: admission to the online RN to BSN degree program.

**NUR 4090. Transcultural and Global Nursing (3).On Demand.**

This course compares and contrasts health care delivery systems and nursing education in the United States with those in selected industrial and developing countries' systems. Prerequisite: admission to the online RN to BSN degree program.

**NUR 4091. Nursing Care of Rural Communities (3).On Demand.**

This course examines the knowledge and skills in adapting nursing practice to the rural community. Requires the completion of a 30-hour practicum. Prerequisite: admission to the online RN to BSN degree program.

**NUR 4100. Introduction to Nursing Research (3).F.**

This course examines the role of research and theory in nursing practice and health care. In addition, it provides an overview and an analysis of research methodologies and theoretical approaches with a continued look at evidence-based nursing practice. The roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession as they relate to the application of nursing research in practice are explored. Lecture three hours. Prerequisite: admission to the BSN degree program.

**NUR 4110. Adult Health Nursing III (2).S.**

This course is a 7 ½ week concentrated course in which students continue to develop the three nursing roles: provider of care; designer, coordinator, and manager of care; and member of a profession. Emphasis is on complex alternations in the health status of adults and the impact on their families. It builds on knowledge and skills from NUR 3100 and NUR 3102, Adult Health Nursing I and II. Lecture two hours. Prerequisite: admission to the BSN degree program.

**NUR 4112. Adult Health Nursing III Clinical (2).S.**

This 7 ½ week clinical course provides opportunities for students to apply the nursing process and assume the roles of provider of care; designer, coordinator, and manager of care; and member of a profession in caring for adults and their families who are experiencing complex alternations in their health status across the adult life span. Settings include high acuity and/or highly technical environments including critical care units and emergency departments. Clinical/laboratory experience consists of 84 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

**NUR 4120. Nursing Care of Families and Communities (3).F.**

Students concentrate on the nurse's roles of provider of care; designer, coordinator, and manager of care; and member of a profession. Students use evidence-based practice resources to promote optimal health in individuals, families, groups, and the community. Emphasis is placed on vulnerable and diverse populations. Current public health problems, epidemiology, trends in healthcare delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health. Students learn how to partner and interact with the interprofessional health care team within community agencies. Lecture three hours. Prerequisite: admission to the BSN degree program.

**NUR 4122. Nursing Care of Families and Communities Clinical (3).F.**

In this course, students implement the nursing roles of provider of care; designer, coordinator, and manager of care; and member of a profession. Students apply evidence-based practice resources to provide holistic nursing care for individuals, families, groups, and communities. The focus is on assisting vulnerable and/or diverse populations to achieve optimal health goals and outcomes. Knowledge of current public health problems, epidemiology, trends in healthcare delivery, and community resources are applied. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health. Students partner and interact with the interprofessional health care team and community agencies to positively influence community health care. Clinical/laboratory experience consists of 135 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

**NUR 4124. Nursing Care of Childbearing Families, Women, and Children (4).F.**

This course focuses on the roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession in caring for diverse families, women during childbearing years, and children from utero through adolescence. Students learn how to provide nursing care that is patient-centered, holistic, evidence-based, and culturally competent. Nursing and family theory as well as communication theory are examined in the context of caring for childbearing families, women and children. Lecture four hours. Prerequisite: admission to the BSN degree program.

**NUR 4127. Nursing Care of Childbearing Families, Women, and Children Clinical (2).F.**

This course focuses on the roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. Students provide patient-centered, holistic, culturally competent, and evidence-based care to families, women during their childbearing years, and children from utero through adolescence. Nursing and family theories provide guidance and understanding of patient diversity in a variety of settings. Sound communication techniques are emphasized. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

**NUR 4128. Leadership and Management in Nursing (3).S.**

This course emphasizes professional practice in the leadership and management of nursing care, and concentrates on the roles of the nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. The focus includes theories, research, and issues related to leadership, change, and management of nursing practice in the context of healthcare delivery. Lecture three hours. Prerequisite: admission to the BSN degree program.

**NUR 4130. Professional Nursing Capstone (3).S.**

*GEN ED: Capstone Experience*

The Professional Nursing Capstone clinical course occurs over a 7 1/2 week block and is designed to prepare students for professional nursing practice through refinement of clinical and leadership nursing skills within the clinical setting. Students will integrate knowledge and skills from previous coursework and experiences in order to demonstrate achievement of course and program student learning outcomes. Students will complete precepted hours with a Registered Nurse in the clinical setting to gain experience and apply knowledge in the following nursing roles: Provider of Care; Designer, Coordinator and Manager of Care; Nursing Leader; and Member of a Profession. Prerequisite: admission to the BSN degree program. Graded on S/U basis.

**NUR 4140. Introduction to Professional Nursing Synthesis (2).S.**

This course is designed to prepare students for professional nursing practice through synthesis of didactic content from previous coursework. Students integrate knowledge, skills and experiences to demonstrate achievement of course and program outcomes. This course provides drill and practice to prepare participants for success on the RN licensing examination (RN-NCLEX). Students review selected content from the nursing curriculum. Prerequisite: admission to the BSN degree program.

**NUR 4530–4549. Selected Topics (1–4). On Demand.**

## Department of Nutrition and Health Care Management (NHM)

*M. Margaret Barth, Chair*

*John Arrowood*

*K. Lanae Ball*

*Melissa M. Bryan*

*Melissa D. Gutschall*

*Sarah R. Jordan*

*Sandi J. Lane*

*Lisa S. McAnulty*

*Laura H. McArthur*

*Elizabeth S. McGrady*

*Paul B. Moore*

*Murugi Ndirangu*

*Susan D. Roggenkamp*

*Martin M. Root*

*Thomas K. Ross*

*James C. Sokell*

*Trent J. Spaulding*

*Kyle L. Thompson*

*David R. Williams*

Nutrition and Health Care Management is concerned with the health and well-being of individuals, families, and communities. The two areas have a specific focus and prepare entry level professionals who can demonstrate competency and function effectively in their chosen career.

The Department of Nutrition and Health Care Management offers the following:

Bachelor of Science in Nutrition and Foods (840\*/51.3101)

with concentrations in Dietetics (840B) and Foodsystems Management (840C)

Bachelor of Science in Health Care Management (845A/51.0701)

Undergraduate minor in Nutrition and Foods (840/51.3101)

Undergraduate minor in Health Care Management (845/51.0701)

Master of Science in Nutrition (841A/51.3101)

Nutrition is concerned with food quality, safety and adequacy; nutrition and diet; and the effective management of foodsystems. The Nutrition and Foods, Dietetics concentration is accredited by the Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency for the Academy of Nutrition and Dietetics. Upon graduation, the student is qualified for an accredited internship in an accredited hospital or other acceptable institutions, thus becoming eligible for Academy membership and Registered Dietitian status. The Nutrition and Foods, Foodsystems Management concentration prepares students for management positions in various foodsystems, including restaurants, hotels, and institutional foodservice - schools, hospitals and colleges.

Health Care Management prepares students for entry level administrative or management jobs in health delivery organizations (such as hospitals, physician's offices, long-term care facilities or outpatient centers), health-related government agencies or other businesses that support health care delivery (insurers, medical suppliers, pharmaceutical companies, etc.) As a component of the degree requirements, students will complete an internship of 300 hours in a health care or health-related organization where the student can apply principles and knowledge gained in the classroom setting. The Health Care Management degree is certified nationally by the Association of University Programs in Health Administration.

### Nutrition and Foods (NUT)

#### **The Bachelor of Science in Nutrition and Foods (840\*/51.3101) with a concentration in Dietetics (840B)**

The program of study is available at: [www.programsofstudy.appstate.edu/nutrition-and-foods-bs-dietetics-840b-2016-2017](http://www.programsofstudy.appstate.edu/nutrition-and-foods-bs-dietetics-840b-2016-2017)

#### **The Bachelor of Science in Nutrition and Foods (840\*/51.3101) with a concentration in Foodsystems Management (840C)**

The program of study is available at: [www.programsofstudy.appstate.edu/nutrition-and-foods-bs-foodsystems-management-840c-2016-2017](http://www.programsofstudy.appstate.edu/nutrition-and-foods-bs-foodsystems-management-840c-2016-2017)

#### **Nutrition and Foods Minor (840/51.3101)** (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/nutrition-and-foods-minor-840-2016-2017](http://www.programsofstudy.appstate.edu/nutrition-and-foods-minor-840-2016-2017)

### Health Care Management (HCM)

#### **The Bachelor of Science degree in Health Care Management (845A/51.0701)**

The program of study is available at: [www.programsofstudy.appstate.edu/health-care-management-bs-845a-2016-2017](http://www.programsofstudy.appstate.edu/health-care-management-bs-845a-2016-2017)

#### **Minor in Health Care Management (845/51.0701)** (18 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/health-care-management-minor-845-2016-2017](http://www.programsofstudy.appstate.edu/health-care-management-minor-845-2016-2017)

### Graduate Degree

The Department of Nutrition and Health Care Management offers a Master of Science degree in Nutrition. Persons interested in this



graduate degree program in nutrition are requested to consult the *Graduate Bulletin* for further information.

## Courses of Instruction in Nutrition (NUT) and Health Care Management (HCM)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### NUTRITION (NUT)

#### **NUT 1202. Basic Food Science (3).F;S.**

Introduction to and emphasis on basic scientific principles of food. Integration of scientific principles into food study from the consumer perspective including identification and conservation of nutrients into a meal management format. Lecture two hours, laboratory two hours.

#### **NUT 2201. Foods and Nutrition for Children (2).F;S.**

A study of relationships between nutrition and emotional, mental and physical well-being of infants and children. Diet planning, food preparation, food purchasing, storage, sanitation and safety standards in child development programs. Lecture two hours.

#### **NUT 2202. Nutrition and Health (3).F;S.**

*GEN ED: Wellness Literacy*

Application of basic nutrition principles to the prevention of disease and the promotion of health. The wellness perspective is integrated in the course through the following topics: chronic diseases, health risk assessment, decision making, health behavior change, wellness planning and evaluation, and literature evaluation. Lecture three hours.

#### **NUT 2203. Organization and Management in Food Service (3).S.**

Introduction to organizational theories and their application in food service organizations. Emphasis will be given to the systems management theory and its application to food service. Management functions will be applied to commercial and non-commercial food service operations. Management characteristics, traits, competencies and skills required to operate food production and service will be discussed. Lecture three hours.

#### **NUT 2351. Global Nutrition: Emerging Health Challenges (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course will examine global nutritional issues as they pertain to health and incidence of disease, integrating social, biological, political, economic, and environmental factors. The relationship of nutrition and global health to diverse aspects of globalization and economic development will be explored. Specific issues include hunger and obesity, infant mortality and elder health, nutritional programs and agencies, local to global food markets, and meat versus plant food sources. Students will gain the ability to accurately evaluate the food and health issues of a specific country or region. Lecture three hours. (Global Learning Opportunity course)

#### **NUT 2500. Independent Study (1-4).On Demand.**

#### **NUT 2530-2549. Selected Topics (1-4).On Demand.**

#### **NUT 3100. Nutrition Assessment (3).S.**

A comprehensive study of the components of nutrition assessment, including anthropometric, biochemical, clinical and dietary assessments of individuals across the life span. This study will include aspects examining nutrient content of various foods and exploring various aspects of food preferences, including culture and religion. Students will gain basic proficiency in the use of the Nutrition Care Process and will also engage in practical application of concepts gained in class. Prerequisites: NUT 2202, NUT 3205, and HP 3200.

#### **NUT 3150. Profession of Dietetics (2).F.**

An examination of the professions in dietetics. Students will explore aspects of educational preparation, areas of specialization, and professional and ethical issues in the discipline. Prerequisite: NUT 2202.

#### **NUT 3202. Food Purchasing and Production Management (3).F.**

Managerial aspects of food service systems purchasing activity. Emphasis on steps in the flow of costs: purchasing, receiving, storage, issuing, preparation, portioning, service, and accounting for sales. Particular attention will be given to product identification and specification. Labor costs and the technological applications that assist managers in purchasing are discussed. Active problem solving and computer applications are used to relate the principles learned to the food service industry. Lecture three hours. Prerequisites: ACC 1050, NUT 1202, and NUT 2203.

#### **NUT 3205. Nutrition and the Life Cycle (3).F.**

The study of nutritional needs and concerns in the various physiological ages of humanity. Application of the principles of nutrition to

pregnancy, lactation, infancy, pre-school and school age years, adolescence, adulthood, and later maturity with discussions of nutrition services and programs available. Lecture three hours. Prerequisites: NUT 2202; HP 4100 or STT 2810; and biology recommended.

**NUT 3210. Beverage Management (3).**On Demand.

Integration of food service management principles to beverage operations with emphasis on legal and liability issues, staff training, customer service, pricing, purchasing, storage, loss prevention and marketing strategies. Lecture three hours.

**NUT 3400. Cultural Foods (3).S.**

This course will provide students with a perspective on the world of food and culture as they explore the influence of ethnicity, religion and society on human food habits. Independent and group learning experiences will enable students to examine food-related behaviors, eating habits, nutrition and health status of people from diverse cultural backgrounds. Prerequisite: NUT 2202. (Global Learning Opportunity course)

**NUT 3500. Independent Study (1-4).**On Demand.

**NUT 3520. Instructional Assistance (1).**On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**NUT 3530-3549. Selected Topics (1-4).** On Demand.

**NUT 4000. Nutrition Counseling (3).F.**

Principles of dietary counseling for the general population and for individuals with special health problems. Principles of teaching and learning applied to nutrition counseling of patients with specific health problems. Lecture three hours. Prerequisite: NUT 3100. Corequisite: NUT 4240.

**NUT 4200. Advanced Nutrition I (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

The role of nutrients at the specialized cellular level. Emphasis on intermediary metabolism of carbohydrates, proteins and fats. Scientific planning of adequate dietaries for normal individuals of different economic levels as related to health and efficiency. Lecture three hours. Prerequisites: Minimum grade of C in BIO 1801, CHE 1101/1110, and CHE 1102/1120; NUT 3205, CHE 2101, CHE 2102, and RC 2001 or its equivalent.

**NUT 4205. Seminar in Food Systems Management (1).**On Demand.

A consideration of contemporary topics in food systems management via seminar format. Prerequisite: senior status.

**NUT 4206. Advanced Nutrition II (3).F.**

Function of minerals in human metabolism, homeostatic maintenance, and critical interpretation of nutrition information. Lecture three hours. Prerequisite: NUT 4200.

**NUT 4240. Medical Nutrition Therapy I (3).F.**

Techniques for assessing, evaluating, planning, and counseling individuals and their families to improve nutritional status. Role of dietary modifications in prevention and treatment of disease such as obesity, heart disease, and diabetes. Methods of nutrition support the techniques used in this course. Prerequisites: ES 2030, HP 3200, NUT 3100, NUT 4200, and NUT 4552. Corequisite: NUT 4000.

**NUT 4250. Medical Nutrition Therapy II (3).S.**

Role of dietary modifications in the treatment of pathological conditions with an emphasis on assessment, planning, and counseling of clients and their families. Includes medical nutrition therapy for gastrointestinal disorders, allergies, liver disease, metabolic disorders, heart failure, pulmonary disorders, renal disease, cancer and HIV. Prerequisites: NUT 4206 and NUT 4240.

**NUT 4300. Effective Rural Practice for Health Professionals (3).S.**

Survey of rural health issues in the United States; simulated practice scenarios involving rural health settings; development of transferable cultural competence skills for successful rural health practice. [Dual-listed with NUT 5300.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**NUT 4504. Foodsystems/Dietetics Administration (3).S.**

Budget development and resource allocation, including financial status monitoring, evaluation, and control. The course will also cover quality improvement, human resources, employment processes and procedures, and facility layout, including the composition, role and responsibilities of facility planning teams as well as equipment selection and specification. Lecture three hours. Prerequisite:

NUT 3202.

**NUT 4509. Quantity Food Production (3).F;S.**

Application of food service principles to quantity food service: menu planning, recipe development and standardization, costing, marketing trends, purchasing, production, presentation, and service considerations. Prevention of all types of food contamination; the Hazard Analysis Critical Control Point (HACCP) food safety system is emphasized. Aesthetics of food as related to the food service industry. Lecture one hour, laboratory four hours. Prerequisite: NUT 3202 or approval of the instructor.

**NUT 4530-4539. Selected Topics (1-4).On Demand.**

**NUT 4540. Diet and Public Health (3).On Demand.**

Reviews the effects of foods, nutrients, and dietary patterns on health. Examines the dietary recommendations that have the potential for reducing the risk of chronic diseases and estimates the impact of these recommendations. Prerequisite: NUT 2202.

**NUT 4550. Experimental Food Study (3).On Demand.**

A study of the theories of food preparation, the effect of processing on food, the interrelationship of various aspects of food science to nutrition and the judgement of products and establishing of standards. Lecture one hour, laboratory four hours. Prerequisite: NUT 1202.

**NUT 4552. Medical Terminology/Records (1).S.**

This course is designed to help students develop an understanding of the medical terminology and vocabulary utilized in medical records and health professions. Lecture one hour.

**NUT 4553. Medical Language for Health Professionals (3).S.**

This course is designed to help students become fluent with the meanings and use of medical terms, including interpretation of medical course content, literature, records, and research, in order to prepare them for advanced health professional programs.

**NUT 4555. Nutritional Aspects of Exercise and Sports (3).F;S.**

A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: NUT 2202 and ES 3450. (Same as ES 4555.)

**NUT 4560. Community Nutrition (3).S.**

An introduction to nutrition needs of the community and nutrition services provided to the public through various agencies and organizations, techniques for determining nutrition needs, methods of extending services to various groups in the community, and factors affecting acceptance of these services. Lecture three hours. Prerequisite: NUT 2202, NUT 3205.

**NUT 4600. Professional Development (1).F.**

Preparation for both the internship (NUT 4900) and professional job search in nutrition and foodsystems management. Emphasizes goal setting, resume preparation, interview strategies, written and oral communication for the job search process, and professional ethics. Preparation of the internship proposal for NUT 4900 will be completed. Lecture one hour. Prerequisite: senior standing.

**NUT 4900. Internship (1-12).F;S.**

*GEN ED: Capstone Experience*

Field experience or employment in the area of the student's concentration: dietetics (experience will be obtained in 2 areas: clinical, and either foodservice, or community) or foodsystems management. Supervision and evaluation by the employer and the faculty member.

Prerequisites:

- A. 2.0 overall grade-point average
- B. College rank: seniors (at least 90 s.h. completed toward degree)
- C. NUT 4600
- D. Major courses completed:
  1. Dietetics:
    - a. Clinical - Prerequisite: NUT 4250, AND
    - b. Community - Prerequisites: NUT 3205, NUT 4560, OR
    - c. Foodservice - Prerequisites: NUT 2203, NUT 3202; Prerequisites or Corequisites: NUT 4504, NUT 4509
  2. Foodsystems Management: NUT 2202, NUT 2203, NUT 3202, NUT 4504, NUT 4509
- E. Internship proposal fully approved

Graded on an S/U basis. Contact hours requirement for three credit hours is 150 hours with 50 hours required for each additional credit.

## HEALTH CARE MANAGEMENT (HCM)

**HCM 1530–1549. Selected Topics** (1–4). On Demand.

**HCM 2110. Introduction to Health System Organization** (3).F;S.

This course provides an overview of the organizational structure of health care services and the forces that influence the organization of health services in the United States. The perspectives of health and health status of Americans are examined in the context of cultural, economic, social and political forces. The course is designed to provide a foundation of knowledge regarding the issues of relevance to the future of health care delivery.

**HCM 2130. Managing Health Care Organizations** (3).F;S.

This course focuses on the structure, function, and interconnection of various health care organizations that make up the US health care system. Specific attention is paid to the unique challenges faced by health care managers, in addition to the unique challenges of managing various health care professionals. The course instructs students on the attributes of key health care organizations, namely hospitals and integrated delivery systems, ambulatory care, managed care organizations and insurance firms, biopharmaceutical firms, and other health care organizations. Administrative and other principles are addressed within the healthcare setting. Prerequisite or corequisite: HCM 2110 or permission of the instructor.

**HCM 2530–2549. Selected Topics** (1–4). On Demand.

**HCM 3200. Health Management Practicum I (3).F.**

A full-time work experience in health care management. Three semester hours are granted for the practicum, usually during the fall term in a health care facility, service or program, or health-related organization. The course may be taken as an elective or as partial credit toward the internship (HCM 3900). Prerequisites: Declared HCM major; HCM 2110 and permission of the HCM program director.

**HCM 3210. Health Management Practicum II (3).S.**

A full-time work experience in health care management. Three semester hours are granted for the practicum, usually during the Spring term in a health care facility, service or program, or health-related organization. The course may be taken as an elective or as partial credit toward the internship (HCM 3900). Prerequisites: Declared HCM major; HCM 2110 and permission of the HCM program director.

**HCM 3500. Independent Study** (1–4).F;S.

**HCM 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

**HCM 3530–3549. Selected Topics** (1–4). On Demand.

**HCM 3570. Principles of Financial Management for Health Care** (3).F;S.

This course provides an introduction to the role of finance in the private and public sectors of the health services industry. Topics covered include corporate finance, financial markets, and sources of capital for healthcare organizations. Common tools for the financial analyses of healthcare firms are explored, and students should develop foundational knowledge of the financial concepts important to managerial decision-making in the health services industry. Prerequisites: ACC 2100 and MAT 1030.

**HCM 3580. Health Services Research Methods** (3).F.

This course involves an overview of the fundamentals of health services research, emphasizing how health care managers and administrators can apply fundamentals of scientific methods and research principles to management problems and decision-making. The course will also instruct students how to read and understand scientific literature and research, which is critical for lifelong learning in the health services. Prerequisites: ECO 2100 and HCM 2110, or permission of the instructor.

**HCM 3590. Quality Management and Process Improvement in Health Care** (3).S.

This course is an overview of the fundamental theories and principles of quality management and performance improvement in US health care organizations. The course instructs students on techniques and tools currently used by health care organizations to monitor and improve the quality of their clinical and administrative functions. The course also instructs students regarding the leadership and management approaches and skills necessary to promote a culture of quality in a health services organization. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 3630. Health Services Organization Behavior and Design** (3).F;S.

This course informs and instructs in the theories, principles and concepts of organization behavior and design particularly related to health care organizations. The course focuses on understanding behavior at the level of individuals, groups and teams, and the

organization as a whole. Concepts of health care organizational structure and design are also covered in this course. The aim of the course is to develop skills, attributes and behaviors of managerial professionals working in the health services industry. Prerequisites: HCM 2110 and HCM 2130 or permission of the instructor.

**HCM 3680. Human Resource Management in Health Service Organizations (3).F.**

This course provides an overview of human resource management, particularly the functions, structure, laws and principles of effective human resource management in the health services industry. Instruction emphasizes the management of health care personnel focusing on the unique nature of health care specialization, professional licensure, and employee productivity and satisfaction. Additionally, the course addresses current issues in human resource management, such as managing health labor shortages. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 3700. Health Information Systems (3).F;S.**

This course is a general introduction to information technology and the management of information systems in complex organizations such as health services organizations. The course will instruct students in basic hardware/software concepts, communication and networking concepts, and the important considerations in planning strategically for information technology in health service organizations. Prerequisite or co-requisite: HCM 2110 or permission of the instructor.

**HCM 3800. Professional Development I (1).F.**

This course provides an introduction to the professional environment in which health care supervisors and managers work. Students will be exposed to the skills and behaviors of professional health care managers and leaders. Students will also begin developing strategies for securing their internship in health care management. Graded on an S/U basis. Prerequisite or corequisite: HCM 2110 or permission of the instructor.

**HCM 3810. Professional Development II (1).S.**

This course provides further instruction regarding the professional environment in which health care supervisors and managers work. Students will continue to learn the skills and behaviors of professional health care managers and leaders, with additional emphasis on written and verbal communication, how managers interact with other health professionals, and the educational requirements for health executive careers. Students will continue working toward securing their internship in health care management, as well as developing personal career goals. Graded on an S/U basis. Prerequisite or corequisite: HCM 3800 or permission of the instructor.

**HCM 3900. Internship (1-6).SS.**

A full-time work experience in health care management. Up to six semester hours are granted for the internship, usually during the summer term in a health care facility, service or program, or health-related organization. Graded on an S/U basis. Prerequisites: Declared HCM major; HCM 3810 and permission of the HCM program director.

**HCM 4500. Independent Study (1-4).F;S.**

**HCM 4510. Senior Honors Thesis (3).On Demand.**

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors and includes a formal presentation to the college faculty.

**HCM 4530-4549. Selected Topics (1-4).On Demand.**

Prerequisite: HCM 2110 or permission of the instructor.

**HCM 4550. Health Care Politics and Policy (3).On Demand.**

The course will examine the process by which health care policy, laws and regulations are proposed, formulated, implemented, and modified. The political process and the role of constituencies of the health policy-making process will be examined. Specific examples of major health policy issues will be drawn from federal and state sectors focusing on costs, quality, and access to health care programs or services. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 4560. Managed Care (3).On Demand.**

This course describes the basic concepts and incentives of risk as applied to health insurance. The principles of third party payment and health insurance in the form of managed care are studied in detail. The course emphasizes how health care managers interact with managed care organizations to include contract negotiations, utilization review and reimbursement management. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 4570. Health Services Financial Management (3).F;S.**

This course provides an overview of the organizational and operational aspect of fiscal management, control, and analysis of health care organizations. Because the role of third party payment is a distinct and unique characteristic of the health care industry, particular

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attention is given to public and private health insurers and managed care, as well as operational considerations for managing reimbursement, revenue and expenses, and for developing budgets in health service organizations. Prerequisites: ACC 2100 and ACC 2110, and HCM 3570 or FIN 3680, or permission of the instructor.

**HCM 4630. Principles of Leadership for Health Service Organizations (3).F;S.**

This course informs and instructs in the theories, principles and concepts of leadership particularly applied to health service organizations. The aim of the course is to develop leadership skills, attributes and behaviors to enable graduates to lead successful health care organizations. Prerequisites: HCM 2110 and HCM 2130, or permission of the instructor.

**HCM 4710. Health Informatics (3).F;S.**

This course instructs students on how healthcare organizations can use information technology (IT) to achieve better operational performance and strengthen the quality of services offered to their patients. Topics covered include: using IT to transform clinical processes, integrating clinical and administrative work processes through IT, and aligning business and clinical strategies. The course will explore in detail electronic medical records, medical informatics, and privacy/security requirements for healthcare IT. Prerequisite: ECO 2100; HCM 3700 or CIS 2050; or permission of the instructor.

**HCM 4910. Health Law and Policy (3).S.**

This course is designed to provide students with a background in law and an introduction to health policy as applied to health care organizations and health professionals. The course will cover aspects of tort, contract, criminal, antitrust, and administrative law and civil procedure as they relate to health service organizations and health personnel. Prerequisite: HCM 2110 or permission of the instructor.

**HCM 4930. Ethics in Health Care (3).F.**

This course will explore the role of ethics in management and leadership in today's healthcare environment through analysis of ethical and bioethical issues confronting the US health care delivery system. The course explores the use of moral reasoning applied to health care concerns encountered by health care leaders, managers and clinicians. Emphasis will be on critical thinking, real-world application, and decision-making in a professional environment. Prerequisite: HCM 2110 and HCM 2130, or permission of the instructor.

**HCM 4950. Seminar in Health Care Management (3).F;S.**

*GEN ED: Capstone Experience*

This course integrates all HCM courses and other core courses through readings, case and scenario analyses, and small projects. The course requires students to apply the concepts of accounting, financial management, quality management, marketing, business planning, operations, strategic management, and public policy specifically to the unique environmental, regulatory, legal, ethical, and professional demands of the health care industry. Prerequisites: HCM 2110, HCM 2130, and final semester senior status, or permission of the instructor.



## **Department of Recreation Management and Physical Education (RPE)**

*Dale Atkins, Chair*

*Joseph A Boitnotte  
Mary A. Bolick  
Jerry P. Cantwell  
Eric D. Frauman  
Paul L. Gaskill  
Mandy B. Harrison  
Kristian L. Jackson*

*J. Joy James  
John J. Janowiak  
Michael W. Kernodle  
Terri D. Mitchell  
Derek J. Mohr  
Edgar L. Peck  
Erik Rabinowitz*

*Iryna Sharaievska  
Ben A. Sibley  
Jenna Sorrells  
Scott Townsend  
Melissa J. Weddell  
Stephanie T. West*

The Department of Recreation Management and Physical Education is an innovative, diverse and forward-thinking academic unit consisting of three programs:

- Physical Education Activity (PEA) program offers a variety of General Education Wellness Literacy courses that prepare students to participate in health-enhancing physical activity throughout their lives;
- Health and Physical Education (HPE) prepares students for careers as K-12 physical educators, school-based activity directors and coaches;
- Recreation Management (RM) prepares graduates for careers as recreation management professions.

Student organizations that are supported by the department include the Recreation Management Association and the Physical Education Majors Club.

The Department of Recreation Management and Physical Education programs and student organizations are supported by high quality faculty who engage in effective teaching, germane scholarly activity, and relevant service.

### **Health and Physical Education, K-12 (with teacher licensure) (HPE)**

Graduates earning a Bachelor of Science degree in Health and Physical Education (HPE), K-12 Teaching will be prepared to assume the challenging role of 21st century educators who are capable of and committed to improving school-aged children's health and wellness. Twenty-first century health and physical educators must possess the knowledge, skills and dispositions necessary to advance psychomotor, cognitive and affective learning in both the classroom and movement-centered instructional environments. Accordingly, the HPE program maintains national accreditation (NASPE/NCATE BTS) at the unit level and state program approval (NCDPI) to ensure that teacher candidates achieve desired outcomes. Graduates of Appalachian State University's HPE program will:

- Be licensed K-12 Health and Physical Education Teachers;
- Be competent instructors, committed-ethical leaders, and reflective practitioners committed to lifelong professional development;
- Employ empirically validated planning, instruction and assessment behaviors;
- Possess the ability to impact school-aged children's health and wellness in positive, meaningful, and sustainable ways;
- Work to resolve, in a proactive, collaborative and responsible fashion, community, state, and national health issues.

### **The Bachelor of Science in Health and Physical Education, K-12 (825A/13.1314)[T] (with teacher licensure)**

The program of study is available at: [www.programsofstudy.appstate.edu/health-and-physical-education-k-12-bs-825a-2016-2017](http://www.programsofstudy.appstate.edu/health-and-physical-education-k-12-bs-825a-2016-2017)

### **Health and Physical Education Curriculum**

The health and physical education curriculum consists of 48 semester hours and operates in a coordinated sequence and utilizes a cohort grouping system. This structure allows for a vertical model of integration where salient knowledge and skills are initially introduced and systematically developed across the curriculum through a variety of highly connected classroom, laboratory, and field-based teaching- learning experiences. Each successive teaching-learning experience across the curriculum requires the integration of increasingly sophisticated content knowledge and pedagogy. Additionally, HPE majors select an 18-semester hour Second Academic Concentration (SAC) and complete 24 semester hours of Professional Education coursework, which includes a 12-semester hour Student Teaching internship as part of the degree requirements.

The HPE program promotes the development of health and physical education professionals who are prepared to advance the fitness, psychomotor, cognitive and affective learning of school-aged children.

### **Recreation Management (RM)**

Students completing the Bachelor of Science degree in Recreation Management are prepared for careers in outdoor recreation, experiential education, travel and tourism, club management, recreation program management, city, state and national park management, and resort recreation.

#### **The Bachelor of Science degree in Recreation Management (574\*/31.0301)**

For the Bachelor of Science in Recreation Management, students must select one of the following concentrations:

##### **Commercial Recreation and Tourism Management concentration (574G):**

The program of study is available at: [www.programsofstudy.appstate.edu/recreation-management-bs-commercial-recreation-and-tourism-management-574g-2016-2017](http://www.programsofstudy.appstate.edu/recreation-management-bs-commercial-recreation-and-tourism-management-574g-2016-2017)

##### **Outdoor Experiential Education concentration (574F):**

The program of study is available at: [www.programsofstudy.appstate.edu/recreation-management-bs-outdoor-experiential-education-574f-2016-2017](http://www.programsofstudy.appstate.edu/recreation-management-bs-outdoor-experiential-education-574f-2016-2017)

##### **Recreation and Park Management concentration (574E):**

The program of study is available at: [www.programsofstudy.appstate.edu/recreation-management-bs-recreation-and-park-management-574e-2016-2017](http://www.programsofstudy.appstate.edu/recreation-management-bs-recreation-and-park-management-574e-2016-2017)

Students are required to complete an internship and a minor in a supporting field. RM 4900, Internship is required for the major in recreation management. RM 3900, Recreation Practicum is required for the minor in recreation management. RM 3900 may be taken as an elective course by majors. The following rules apply to prospective interns: (1) Credit for the RM 4900 course may not exceed 12 semester hours. (2) Not more than 15 semester hours of internship and practicum credit may be applied toward graduation requirements. (3) On-the-job internship time is determined by the ratio of fifty (50) contact hours for one hour of credit. (4) All prospective interns must plan their placement under the supervision of a recreation management faculty member, and (5) All internships must be for ten continuous weeks.

#### **Minor in Recreation Management (575/31.0301) (20 semester hours)**

The program of study is available at: [www.programsofstudy.appstate.edu/recreation-management-minor-575-2016-2017](http://www.programsofstudy.appstate.edu/recreation-management-minor-575-2016-2017)

#### **PHYSICAL EDUCATION ACTIVITY PROGRAM (PEA) - GENERAL EDUCATION WELLNESS**

As part of Appalachian State University's General Education Program, all students are required to complete two semester hours of Wellness Literacy courses. The PEA program offers a wide variety of activity-based courses that meet General Education Wellness Literacy and CORE Physical Activity/Wellness guidelines.

PEA program courses are based on current guidelines for appropriate practice in college/university physical activity instruction programs outlined by the National Association for Sport and Physical Education (NASPE). Courses reflect the following premises: education is the central mission; emphasis on motor skill acquisition and health-related physical activity; curriculum and instructional practices reflect sensitivity to individual students and societal needs; and the promotion of values consistent with safe, lifelong participation in health enhancing physical activity.

The PEA program is dedicated to enhancing student wellness through activity-based learning experiences and is committed to assisting students to develop as physically literate individuals. A physically literate individual has learned the skills necessary to perform a variety of physical activities, participates regularly in physical activity, is physically fit, knows the implications of and the benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

PEA program courses are graded on a standard A-F letter grade basis.

#### **Courses of Instruction in Physical Education (PE), Recreation Management (RM), Health Education (HED), and Health and Physical Education (HPE)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms.

(For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes)

#### **PHYSICAL EDUCATION ACTIVITY COURSES (PE)**

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Full course descriptions are available on the PEA program webpage: ([www. http://rmpe.appstate.edu/courses](http://www.rmpe.appstate.edu/courses))

\* Denotes courses that lead to or prepare students for certification(s)  
PEA program courses are grouped into the following content-related categories:

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*Selected Topics (1530-1549)*

*Aquatics (1700-1719)*

*Outdoor/Adventure (1720-1739)*

*Fitness (1740-1769)*

*Self Defense/Combatives (1770-1789)*

*Invasion (1790-1809)*

*Net/Wall (1810-1829)*

*Striking/Fielding (1830-1849)*

*Target (1850-1869)*

*Winter Sports (1870-1889)*

*Physical Education Activity Program (PEA) (1530-1549)*

*GEN ED: Wellness Literacy*

**PE 1530-1549. Selected Topics** (1-4).On Demand. (GEN ED: Wellness Literacy)

*Aquatics (1700-1719)*

*GEN ED: Wellness Literacy*

**PE 1700. Swimming for Nonswimmers** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1702. Beginning Swimming** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1703. Intermediate Swimming** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1704. Advanced Swimming** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1705. Open Water SCUBA Diving** (1).F;S. (Fee charged) (GEN ED: Wellness Literacy)

**PE 1706. Advanced Open Water SCUBA Diving** (1).F;S. (Fee charged) (GEN ED: Wellness Literacy)

**PE 1709. Water Aerobics** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1712. Swimming for Fitness** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1714. Water Polo** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1718. \*Lifeguarding and Water Safety** (3).F;S. (GEN ED: Wellness Literacy)

*Outdoor & Adventure (1720-1739)*

*GEN ED: Wellness Literacy*

**PE 1720. Hiking** (1).F;S. (GEN ED: Wellness Literacy; CORE: PHYSICAL ACTIVITY/WELLNESS)

**PE 1721. Backpacking/Orienteering** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1724. Canoeing** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1725. Intermediate Canoeing** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1727. Fly Fishing** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1730. Rock Wall Climbing** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1731. Rock Climbing** (1).F;S.(GEN ED: Wellness Literacy)

**PE 1732. Bouldering** (1).F;S.(GEN ED: Wellness Literacy)

**PE 1733. Mountain Biking** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1734. Intermediate Mountain Biking** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1735. Whitewater Rafting** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1736. Introduction to Whitewater Kayaking** (1).F;S. (GEN ED: Wellness Literacy)

*Personal Fitness (1740-1769)*

*GEN ED: Wellness Literacy*

**PE 1742. Aerobics** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1743. Intermediate Aerobics** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1745. Jogging/Conditioning** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1748. Tai Chi** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1751. Yoga** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1752. Intermediate Yoga** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1754. Weight Training** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1755. Intermediate Weight Training** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1759. Indoor Cycling** (1).F;S. (GEN ED: Wellness Literacy)

**PE 1769. \*Personal Trainer Training** (3).F;S. (GEN ED: Wellness Literacy)

*Self Defense - Combatives (1770-1789)*

*GEN ED: Wellness Literacy*

- PE 1770. Self-Defense** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1775. Fencing** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1780. Kung Fu** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1782. Arnis Stick Fighting (1).F;S.**(GEN ED: Wellness Literacy)

*Sport - Invasion (1790-1809)*

*GEN ED: Wellness Literacy*

- PE 1790. Basketball** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1791. Intermediate Basketball** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1793. Field Hockey** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1795. Flag Football** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1800. Ultimate Frisbee** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1802. Soccer** (1).F;S. (GEN ED: Wellness Literacy)

*Sport - Net/Wall (1810-1829)*

*GEN ED: Wellness Literacy*

- PE 1810. Badminton** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1819. Racquetball** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1820. Intermediate Racquetball** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1822. Tennis** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1823. Intermediate Tennis** (1).F;S. (GEN ED: Wellness Literacy)
- PE 1825. Volleyball** (1).F;S. (GEN ED: Wellness Literacy)

*Sport - Striking/Fielding (1830-1849)*

*GEN ED: Wellness Literacy*

- PE 1840. Softball** (1).F;S. (GEN ED: Wellness Literacy)

*Sport - Target (1850-1869)*

*Winter Sports (1870-1889)*

*GEN ED: Wellness Literacy*

- PE 1873. Alpine Skiing** (1).S. (Fee charged) (GEN ED: Wellness Literacy)
- PE 1874. Intermediate Alpine Skiing** (1).S.(Fee charged) (GEN ED: Wellness Literacy)
- PE 1876. Alpine Snowboarding** (1).S. (Fee charged) (GEN ED: Wellness Literacy)
- PE 1877. Intermediate Alpine Snowboarding** (1).S. (Fee charged) (GEN ED: Wellness Literacy)

**PHYSICAL EDUCATION SERVICE COURSES**

**PE 1111. Adapted Aquatics** (1).F;S.

The purpose of this course is to familiarize students with the procedures for providing services for remediation of physical and mental needs of clients, using water as the source of therapeutic remediation. Theories and concepts will be presented and applied as they pertain to using water to address various needs of persons with disabilities.

**PE 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

**PE 3556. How Children Move: Implications for Elementary Education** (2).F;S.

An overview of movement experiences in games and dance focusing on the teaching of children K-8. Lecture one hour, laboratory two hours.

## RECREATION MANAGEMENT (RM)

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### **RM 2100. Leisure in Society (3).F;S.**

*GEN ED: Social Science Designation; Liberal Studies Experience*

This course focuses on relationships between the individual and society in the context of leisure. It examines both the biological and cognitive foundations of individual leisure behavior and the cultural forces that influence personal experience. Emphasis is on how an individual's leisure simultaneously shapes and is shaped by diverse group, organizational and social contexts.

### **RM 2110. Introduction to Recreation and Leisure (3).F;S.**

This course consists of an introduction to the concepts of recreation and leisure and a survey of the recreation profession. The course also includes a history of the leisure and recreation movement, and development of a personal philosophy related to discretionary time and related choices. A minimum grade of "C" (2.0) is required.

### **RM 2120. Leadership and Group Dynamics in Recreation (3).F;S.**

This course focuses on the study and practice of leadership styles and techniques applied to recreation settings and leisure management situations. Emphasis will be placed on group dynamics as they relate to participants and managers of leisure activities. Prerequisite: RM 2110 or approval of the instructor.

### **RM 2130. Principles of Commercial Recreation and Tourism (3).S.**

An introduction to the commercial recreation and tourism industry. Topics covered in this course include: origins of commercial recreation and tourism, the amusement industry, event management, travel and tourism, and allied industries. Students will complete an in-depth analysis of one industry within commercial recreation/tourism. Prerequisite: RM 2110 or approval of the instructor.

### **RM 2140. Natural Resources: Becoming an Informed Citizen (3).F;S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

Through the lens of outdoor recreation, this course will examine natural resources to help shape a more informed citizen. Students will examine dealings with natural resources by looking at how humans value and define ownership of them, as well as look at natural and outdoor recreation resource management practices and why they can be controversial or problematic. In addition, this course will look at how citizens become involved in the politics of natural and outdoor recreation resources.

### **RM 2210. Recreation Resource Management (3).F;S.**

This course introduces students to the complexities of natural resource management. Elements of the course at the micro level include landscape and trails management. At the macro level, the focus is on roles of government agencies and non-profit organizations in balancing the supply and demand for outdoor recreation while maintaining environmental quality. Prerequisite: RM 2110 or approval of the instructor.

### **RM 2220. Principles of Outdoor Experiential Education (3).F.**

Principles of outdoor experiential education is a survey of experiential education as it takes place in outdoor settings. The emphasis is on programs that either take place outside of the classroom, outside the purview of the formal public schools, or those conducted by natural resource agencies as part of their information and education imperatives. Students prepare to design and implement experiential education programs at appropriate outdoor sites for various agencies, organizations, and audiences. Prerequisite: RM 2110 or approval of the instructor.

### **RM 2310. Administration of Leisure Services I (3).F;S.**

This is a lecture and seminar course that includes elements of organizational theory and structure, policy development by boards and commissions, personnel policies and manuals, and budgeting and revenue generation in the context of leisure services delivery systems. Prerequisite: RM 2110 or approval of the instructor.

### **RM 2400. Leisure and Lifespan (3).S.**

Conceptual foundations for understanding the role of leisure in the quality of life. Social, historical, psychological, cultural, economic and political foundations of play, leisure and recreation are explored. Dominant concepts, theories, and research associated with the study of recreation and leisure across the lifespan.

### **RM 2410. Recreation Program Planning (3).F;S.**

This course focuses on the planning of recreation and leisure activities through the use of human and natural resources in public, private, and commercial recreation programs. Principles and approaches to programming will be presented, providing a philosophical and practical basis for preparing a wide variety of leisure programs and activities. Prerequisite: RM 2110 or approval of the instructor.

### **RM 2500. Independent Study (1-4).F;S.**

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**RM 3140. Camp Management/Conference Center Management (3).S.**

This course focuses on the administration of organized camping. The application of management principles to camp/conference centers and their unique program needs will be emphasized. Prerequisite: RM 2310 or approval of the instructor.

**RM 3151. Climbing Site Facilitation (2).F;S.**

This course is designed to train students in climbing site facilitation and includes elements of risk management, logistics, instruction, and site management. Lecture and laboratories. Prerequisite: RM 2220 or approval of the instructor.

**RM 3152. Ropes Course Facilitation (2).F;S.**

This course is designed to introduce students to the basic skills and equipment needed to facilitate a ropes course. It includes the history and philosophy of ropes courses; construction; maintenance and inspection techniques; gear and knots; and framing and debriefing skills. Prerequisite: RM 2220 or approval of the instructor.

**RM 3153. Water-Based Paddlesports (2). On Demand.**

This course is designed to train students in leadership and facilitation of water-based paddlesports (canoeing, whitewater rafting) and includes elements of risk management, logistics, instruction, and site management. In addition, equipment and resource aspects will be covered. Lecture and laboratories. Prerequisite: RM 2110 or approval of the instructor.

**RM 3154. Outdoor Experiential Education Laboratory (3).S.**

This course focuses on the elements of planning and participating in an outdoor expedition. Trip planning, logistics, menu preparation, permits, equipment, risk management, navigation, expedition behavior and evaluation will be emphasized. Lecture and laboratories. Prerequisite: RM 2220 (with a minimum grade of "C") or the approval of the instructor. Prerequisite or corequisite: RM 2410.

**RM 3155. Wilderness First Responder (3).F;S.**

This course provides outdoor leaders with the knowledge and skills to deal with emergencies in remote settings. The course includes personal/group safety and hygiene, backcountry survival, anatomy and physiology, pathophysiology, patient assessment, documentation, trauma, medical and environmental emergencies, long-term care, teamwork, organizing/improvising rescues, working with EMS and rescue squads in wilderness, decision-making, leadership, judgment, and prevention. Prerequisite: permission of the instructor.

**RM 3156. Wilderness and Remote First Aid Instructor (3). On Demand.**

This course provides students with the knowledge and skills to be able to teach others how to deal with emergencies in remote settings. This emergency response training includes patient assessment, evacuation procedures, musculoskeletal and soft tissue injuries, splinting, and how to treat people with injuries due to altitude-sickness, hypothermia, excessive heat, allergies, burns, wounds and infection.

**RM 3157. Environmental Education Skills (3). On Demand.**

This course is designed to introduce students to the basic skills needed to facilitate environmental education programs and facilitate outdoor programs in ways that have as little environmental impact as possible. Students will become Leave-No-Trace (LNT) trainers and will begin the certification process for becoming North Carolina Environmental Educators.

**RM 3161. Swift Water Rescue (1).S.**

This course teaches recognition and avoidance of common river hazards, execution of self-rescue techniques, and rescue techniques for paddlers in distress. Emphasis is placed both on personal safety and on simple, commonly used skills. Techniques for dealing with hazards that carry greater risks for both victim and rescuer, such as strainers, rescue vest applications, entrapments, and pins, also are practiced. Scenarios will provide an opportunity for participants to practice their skills both individually and within a team/group context. Prerequisite: approval of the instructor.

**RM 3210. Inclusive Recreation (3).F;S.**

This course consists of a study of and practical application of principles underlying the provision of recreation services to populations limited in their access to normal recreation programs. The course will focus on individual populations and the respective barriers to participation, the process of program planning and resource development that alter these limitations, and the practical experience of application of a particular plan. Attention will also be devoted to a study of successful community and institutional programs. Prerequisite: RM 2110 or approval of the instructor.

**RM 3220. Planning and Design of Leisure Facilities (3).F.**

This course consists of an integration of site, master, and systems planning with practical design applications. Elements of data collection, site surveying, environmental impact analysis, citizen participation, grantmanship, analysis and synthesis, drafting techniques, and plan reproduction are included in the course. Prerequisites: RM 2110 and RM 2210, or approval of the instructor.



### **RM 3221. Aquatic Facility Management (3).F;S.**

The purpose of this course is to train each student in the most advanced knowledge and techniques for swimming pool operations and management of lifeguard staff. The student will be able to professionally oversee aquatic facilities at parks and recreational centers. Upon successful completion of this course, the student will receive her/his National Swimming Pool Foundation Certified Pool Operator and American Red Cross Lifeguard Management certifications

**RM 3222. Lifeguarding Instructor (3).S.**A course designed to teach the skills and knowledge necessary to teach Lifeguarding, Waterfront Lifeguarding and Shallow Water Attendant, Lifeguard Management, CPR/AED for the Professional Rescuer, Administrating Emergency Oxygen, Bloodborne Pathogens Training: Preventing Disease Transmission, and Basic Water Rescue courses.

### **RM 3223. Aquatics/Water Safety Instructor (3).F;S.**

The purpose of this certification course is to train students to teach courses and presentations in the American Red Cross Swimming and Water Safety program by developing their understanding of how to use the course materials, how to conduct swim training sessions and how to evaluate swim participant's progress. Each student must demonstrate proficiency in the basic swim strokes as a prerequisite to the class.

### **RM 3230. Commercial Recreation Management (3). On Demand.**

This course examines the private-commercial recreation sector. Key concepts include: economic impact studies; feasibility studies; promotion and marketing strategies for commercial recreation business; and resort management techniques. Prerequisites: RM 2110, RM 2130, and RM 2310, or approval of the instructor.

### **RM 3235. Introduction to Sport Management (3).S.**

This course provides an introduction to the basic competencies, skills, methods, and techniques necessary to deliver recreational sport activities within a variety of settings, agencies, and organizations.

### **RM 3236. Sports Officiating I (3).F.**

A study of the rules and rule interpretations of volleyball, football and soccer with emphasis on the proper techniques of officiating. Lecture two hours, laboratory two hours (a minimum of 32 hours of field experience is required per semester without pay and with supervision).

### **RM 3237. Sports Officiating II (3).S.**

A study of the rules and rule interpretations of basketball, softball, baseball, and track and field with emphasis on the proper techniques of officiating. Lecture two hours, laboratory two hours (a minimum of 32 hours of field experience is required per semester without pay and with supervision).

### **RM 3241. Travel and Tourism (3).F.**

This course provides an in-depth study of tourism and recreational travel. Topics include the origin, present characteristics and various dimensions of travel and tourism; the importance of tourism to local and global economics; social, psychological and environmental implications; and international tour management. Prerequisite: RM 2130 or approval of the instructor.

### **RM 3242. Tourism in Costa Rica (3). On Demand.**

This study tour focuses on the recreation and tourism resources and services in Costa Rica. Using a comparative government, economic and recreation/tourism industry approach, the course will expose students to the problems related to recreation resource management and ecotourism/sustainable tourism development. The changing cultural institutions and specific governmental agencies involved in this industry's growth in Costa Rica will be examined. This study tour will also investigate recreation service provisions for native Costa Ricans as students visit and experience a range of recreation offerings themselves.

### **RM 3243. The Cruise Line Industry in a Cultural Context (3).SS.**

The purpose of this course is to provide each student with the basic knowledge necessary to work in the cruise line industry. This is a field course designed to acquaint students with the process of operating a cruise ship with multiple international destinations. The course will take place on a Voyager-class ship of the Royal Caribbean Cruise Line, one of the largest ships in the industry. Voyager-class ships offer more services than most cruise ships and Royal Caribbean is considered to be one of the market leaders in terms of service quality. Topics to be covered include: who cruises and why; the anatomy of a cruise ship; the cruise experience; who's who in cruising; the pre-, and post-, and off-ship cruise experience; the geography of cruising; profiling the lines; selling cruises; and cruise marketing, groups and incentives.

### **RM 3244. Coastal Tourism: A Field-Based Understanding (3).SS.**

This is a field course designed to acquaint students firsthand with the many aspects of the coastal tourism product along the southern coastline of the United States. Students in this class will visit a number of sites and settings that play a role in tourism development and delivery.

### **RM 3315. Career Development in Leisure Services and Recreation (1).F.**

A survey of career opportunities in leisure services and recreation. Students will explore the job market and develop job search skills and abilities. Participants will seek an appropriate internship placement to enhance their professional growth in the field. (This course is a prerequisite for RM 4900 and must be taken the FALL semester preceding the internship.)

### **RM 3500. Independent Study (1-4).F;S.**

### **RM 3520. Instructional Assistance (1).F;S.**

This course consists of a supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

### **RM 3530-3549. Selected Topics (1-4). On Demand.**

### **RM 3561. Leisure Services Promotions (3).F;S.**

Development of the ability to promote and coordinate public, not-for-profit, private and commercial recreation programs, services, resources and activities. Development of the specialized promotions knowledge and skills necessary for managing leisure service businesses and agencies. Covers working with print and electronic media. Special emphasis on promotions analysis and services promotion. Prerequisites: RM 2310, RM 2410 or approval of the instructor.

### **RM 3610. Administration of Leisure Services II (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course examines contemporary managerial concepts with application to the public, not-for-profit, and commercial sectors of the leisure service industry. This course focuses on the development of skills necessary to facilitate the achievement of organizational goals and objectives. Prerequisites: RM 2110, RM 2310, and RC 2001 or its equivalent.

### **RM 3630. Interpretive Methods (3).S.**

This course consists of an overview of the role of interpretation in educating the public, contributing to the leisure experience, and as a component of natural and cultural resource management. Applications of communications, educational, and media skills will be demonstrated through a series of lectures, field trips, and student presentations focused upon the various professional applications of interpretative methods. Prerequisite: RM 2110 or approval of the instructor.

### **RM 3900. Recreation Practicum (3).SS.**

This course is a guided, practical, direct leadership experience in a selected, organized recreational setting. This course is required for the minor in recreation management. RM 3900 is not required of majors in recreation management, but may be taken for elective credit. Graded on an S/U basis. Prerequisites: completion of a minimum of 9 semester hours of RM credits that include: RM 2110 (with a minimum grade of "C"), and 6 additional semester hours of RM courses, or approval of the instructor.

### **RM 4110. Evaluation in Recreation and Leisure Service Management (3).F;S.**

This course examines the methods, techniques, and application of evaluation in a variety of functions normally found in recreation and leisure service management including clientele, programs, personnel, facilities, organization, administration, needs assessment and economic impact estimation. Familiarization with and use of applicable computer software programs will be emphasized. Prerequisites: RM 2110, RM 2310, RM 2410, or approval of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

### **RM 4140. Outdoor Leadership (3).F.**

This course consists of a dual focus on field leadership of outdoor pursuits and administration of outdoor programs. Topics will include risk management, leadership styles, outdoor leadership competencies, experiential education and current issues central to effective outdoor leadership. Prerequisites: RM 2110, RM 2220, RM 2410, RM 3154, and approval of the instructor.

### **RM 4141. Outdoor Recreation Policy Development (2). On Demand.**

This is a field course in Washington, D.C. designed to acquaint the student with the process of developing outdoor recreation and natural resource policies at the federal level. Congressional offices, federal natural resource management agencies, and non-profit conservation agencies will be visited and analyzed with respect to policy formulation, lobbying and the legislative process.

### **RM 4210. Senior Seminar (2).F;S.**

*GEN ED: Capstone Experience*

This course focuses on planning for continuing individual, professional activity and growth in the leisure services delivery field. It includes a series of discussions, conferences and role playing experiences related to the various aspects of organized recreation as a career. A review of internships, employment opportunities, ethical conduct and other related topics will be included. Prerequisites:

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RM 3315, or approval of the instructor, and senior status.

**RM 4450. Seminar in Tourism Development (3).S.**

This course provides an in-depth analysis of tourism development. The various forms of tourism development that are utilized to meet the needs of tourists and host communities are analyzed through case studies and class discussion. Topics covered in this class include: sustainable development, eco-tourism, community tourism development, and special interest tourism. Prerequisites: RM 2110, RM 2130, RM 3241 or approval of the instructor.

**RM 4560. Leisure and Aging (3). On Demand.**

This course focuses on the leisure needs and characteristics of the senior citizen. Programs and resources designed to service the leisure needs of this population will be examined. Focus will be on program planning and development to meet problems inherent in leisure delivery systems for seniors. [Dual-listed with RM 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**RM 4600. Ski Area Management Seminar (3). On Demand.**

This course focuses on the planning and management of alpine ski areas. Frequent field trips to ski areas will be required. Prerequisite: beginning skiing or equivalent.

**RM 4900. Internship (1-12).SS.**

A guided, practical, direct leadership experience at a supervisory level for ten continuous weeks at an appropriate organization. A minimum of eight hours internship credit is required of majors. Graded on an S/U basis. Prerequisites: a) a minimum of 100 documented hours of professional experience in the recreation, park or tourism industry; b) completion of a minimum of 24 semester hours of RM credits that include: RM 2110 (with a minimum grade of "C"), RM 2310, RM 2410, and RM 3315 (with a minimum grade of "C"), or approval of the instructor; and, c) a minimum overall 2.0 cumulative GPA.

### HEALTH EDUCATION (HED)

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**HED 1000. Personal and Family Health (2).F;S.**

*GEN ED: Wellness Literacy*

This introductory course is tailored to meet the needs of college students and the distinct health and behavioral issues that they face in a college environment. Emphases will be placed on developing communication, decision-making and goal-setting skills in the areas of sexual health, alcohol, tobacco and other drug choices, physical activity and diet, as well as improving psychological health.

**HED 2100. Introduction to Health Education (3).F.**

*GEN ED: Junior Writing in the Discipline (WID)*

This course focuses on the discipline of health education, its foundation in theories of behavior change and prevention of health risks. The roles and competencies of health educators in schools, community, and clinical and worksite settings are described. Skills of needs assessment and community analysis are introduced. The Health Belief Model and models of diffusion, adoption and epidemiology are studied. Prerequisite: RC 2001 or its equivalent.

**HED 3100. Emergency Care and CPR (3).F;S.**

The course content and activities should prepare students to make appropriate decisions about the care given to victims of injury or sudden illness. Two American Red Cross certificates may be earned: (1) Emergency Response and (2) CPR for the Professional Rescuer. (Same as HP 3100.)

**HED 3120. Consumer Health Education (3).S.**

An overview of health products and services. Analysis will be made of the health care delivery system and wise decision making in the health marketplace. Included is the study of alternative healing practices, advertising of health products, and financing of health care from the consumer's perspective. The role of the FDA and FTC and other consumer protective agencies will be studied.

**HED 3450. School Health Programs (3).F;S.**

An examination of the three components of the school health program: comprehensive health education, school health services and a healthful school environment. This course describes the roles and functions of the health educator and coordinator in planning, implementing and evaluating programs which promote the health and well-being of school-aged children and youth. Coordination of efforts between the school, family and community are emphasized. Visitation and observations of health education programs are required.

**HED 3500. Independent Study (1-3).F;S.**

**HED 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**HED 3530–3549. Selected Topics (1–4). On Demand.**

**HED 3645. Health Education in the Elementary School (3).F;S.**

An introduction to the content and methods of health education. The course will survey basic wellness issues such as nutrition, fitness, sexuality, drug abuse, and chronic and communicable disease prevention. The theory and practice of health education programs at the elementary level is discussed, including the use of a variety of methods and the development of relevant materials.

**HED 3655. Methods and Materials in Health Education (3).F;S.**

This course examines the theory and practice of planning health education programs for the middle and secondary levels. Students will gain experience in the NC Course of Study in Health Education, writing unit plans and creating lesson plans. Development of instructional materials and a variety of teaching strategies are emphasized. Visitations and observations of health education classes are required.

**HED 3900. Internship (3).F;S.**

Students complete internships in a variety of health-related agencies such as health departments, community agencies, community mental health centers, educational institutions, wellness programs, hospitals and industrial/business settings. Students survey agency functions, complete projects and write a final paper under the supervision of a health educator or health related professional. Prerequisite: HED 2100; and permission of the instructor. Graded on an S/U basis.

**HED 4650. Drug Education and Prevention (3).F;S.**

The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed.

**HED 4710. Teaching Sex Education Within a Family Context (3).F;S.**

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STDs and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching.

**HED 4730. Teaching Stress Management and Emotional Health (3).F.**

This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources.

**HEALTH AND PHYSICAL EDUCATION (HPE)**

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**HPE 2110. Foundations of Health and Physical Education (3).F;S.**

This course will focus on fundamental teaching-learning issues integral to effective, professional practice in health and physical education. Example topics include the history of health and physical education; national and state organizations and standards; learning theories, ethics, philosophies, and appropriate teaching practices; curricular models; trends, problems and issues affecting the profession; diversity; and technology in the classroom. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Corequisites: HPE 2120 and HPE 2130.

**HPE 2120. Kinesiology (3).F;S.**

This course will address functional anatomy and basic, qualitative biomechanics relevant to teaching, evaluating and enhancing skill performance. The role of the musculoskeletal, cardiovascular, and respiratory systems as they relate to the acute and chronic responses to aerobic and anaerobic exercise will also be emphasized. The course will provide an introduction to the physiology of health and fitness that allows for the ability to design safe activities and/or exercise programs to enhance health, fitness, or performance for age groups ranging from children to adults. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Corequisites: HPE 2110 and HPE 2130.

**HPE 2130. Motor Behavior (3).F;S.**

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This course will focus on basic principles in the teaching, learning and control of motor skills, current theories of how movements are acquired and performed, and motor development throughout the lifespan with an emphasis on early childhood through early adulthood. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Corequisites: HPE 2110 and HPE 2120.

**HPE 2500. Independent Study** (1-4).F;S.

**HPE 2530–2549. Selected Topics** (1-4). On Demand.

**HPE 3010. Coaching Principles** (3).SS.

This course will focus on developing and enhancing the understanding of concepts and methods of coaching and their application to achieving important objectives in working with individuals in athletics-based environments. An emphasis will be placed on principles of behavior, teaching, physical training and management and content addressing leadership and coaching, sportspersonship, coaching diverse athletes, behavior management, drugs in sport and the games approach to coaching will be featured. This course provides insight into the fundamental theoretical and applied aspects associated with successful coaching.

**HPE 3020. Sport First Aid (3).F;S.**

This course will focus on understanding the role of a competent first responder in an athletic context. Protocols for the following topics will be covered: emergency action steps and providing life support; first aid for bleeding, tissue damage, and unstable injuries; moving an injured athlete; and returning athletes to play, risk reduction and injury and illness prevention.

**HPE 3030. Sport-Specific Coaching** (3).SS.

This course will focus on learning how to teach the technical and tactical skills of specific sports. An emphasis will be placed on the relationship and difference between technical and tactical skills and traditional and games approaches to practice. In addition, instructing, analyzing and correcting essential technical and tactical skills will be addressed. Students will also develop knowledge and skills needed to design effective season and individual practice plans as part of a comprehensive approach to coaching. Prerequisite: HPE 3010.

**HPE 3210. Community and School Health** (3).F;S.

This course will examine the relationship between communities, schools, and individual and family health. Local, state, and federal resources will provide the content and skills related to disease and injury prevention and the intelligent consumerism of health products and services, including accessing care. Coverage of CDC's The Whole School, Whole Community, Whole Child (WSCC) model will prepare future teachers to enhance success in Health and Physical Education by collaborating with and drawing on community resources. Future teachers will be better able to assist with prevention, intervention, and referral for health problems within the school setting. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each.

**HPE 3220. Instructional Systems** (3).F;S.

This course will focus on the design, implementation, and assessment of instructional systems and the effective employment of interactive pedagogical skills in physical education and activity-based settings. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each.

**HPE 3230. Assessment in Health and Physical Education** (3).F;S.

This course will focus on theoretical and applied aspects of assessment in health and physical education with an emphasis placed on tests, measurement and evaluation to enhance student learning and instructional effectiveness. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**HPE 3240. Behavioral Health Education** (3).F;S.

This course will cover the full range of mental and emotional health issues prevalent among children, youth, and families. Specifically, the course will provide an overview of psychological health issues and best practices in prevention and treatment. Particular attention is given to mental health issues for youth, including teenage depression and suicide. Additionally, interpersonal violence will be addressed along with best and emerging practices of prevention. Finally, this course examines the current status of alcohol, tobacco and other drugs and best practices in prevention; as well as resources, treatment and recovery options. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each.

**HPE 3500. Independent Study** (1-4).F;S.

**HPE 3520. Instructional Assistance** (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved

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contract required.

**HPE 3530–3549. Selected Topics** (1–4). On Demand.

**HPE 4002. Psychological Aspects of Sport** (3).F;S.

A study of the influence of social forces and psychological factors affecting the individual's performance in sport. Prerequisites: PSY 1200 or equivalent or by permission of the instructor.

**HPE 4310. Elementary Physical Education** (3).F;S.

*GEN ED: Junior Writing in the Discipline (WID)*

This course will focus on design, implementation and assessment of elementary physical education programs and the effective employment of interactive pedagogical skills in K-6 activity-based environments. Application of subdisciplinary, pedagogical and content concepts will take place in clinical or laboratory field-based settings. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each; RC 2001 or its equivalent.

**HPE 4320. Nutrition and Health-Related Fitness** (3).F;S.

*GEN ED: Wellness Literacy*

This course will focus on planning, implementation, and assessment of nutrition and health-related fitness in K-12 health and physical education. The course will address content and concepts in nutrition, with an emphasis on disease prevention (CVD, obesity, diabetes) and health promotion, as well as fitness concepts, principles, and strategies as they relate to maintenance of a health-enhancing level of physical activity and fitness. Prospective teachers completing this course will learn to apply instructional strategies to promote physical activity and fitness, healthy eating and weight management, and to assess students' knowledge and skills in these areas. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each. (CORE: PHY ACT/WELLNESS for HPE Majors Only)

**HPE 4330. Sports and Activities I** (3).F;S.

This course will focus on theoretical and research-verified methodological aspects of teaching sports and activities utilizing model-based instruction. Sport education, tactical games and teaching personal and social responsibility models will be emphasized. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each.

**HPE 4340. Sports and Activities II** (3).F;S.

This course will focus on the application of model-based instruction, providing general content and pedagogical knowledge for a variety of traditional and alternative sports and activities. Developing skills in researching, planning, instructing and assessing sports and activities will be emphasized. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each.

**HPE 4350. Sexuality and Sexual Health Education** (3).F;S.

This course is designed to help teachers of health learn and develop strategies for teaching sexuality and sexual health. Topics to be included are puberty and adolescence, reproductive anatomy and physiology, the prevention of unintended pregnancy/STDs/HIV and sexual violence, healthy relationships, and social justice. Emphasis will be on accessing resources of medically accurate and developmentally appropriate content and curricula, methods for building relationship skills, and delivery of instruction in compliance with the Healthy Youth Act and Essential Standards in Healthful Living Education. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each.

**HPE 4410. Adapted Physical Education** (3).F;S.

This course will focus on common types of disabilities with an emphasis on providing safe, appropriate and individualized accommodations for children with disabilities. Students will complete a supervised adapted PE teaching experience in a laboratory-based setting. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

**HPE 4420. PE Practicum** (3).F;S.

This course will focus on the application of content and pedagogical concepts in a practicum setting. Students enrolled in this course will plan, implement and assess an instructional unit. Implementation of the unit will take place in a field-based practicum venue under the supervision of the HPE 4420 instructor and PE Activity Program course instructor(s). A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

**HPE 4430. Physical Education Methods** (3).F;S.

This course will prepare future teachers to plan and deliver effective instruction in physical education. Implementation and assessment

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of the Essential Standards and Clarifying Objectives in the NC Standard Course of Study, as well as the National Physical Education Standards, will be a goal of this course. Students will be able to utilize a variety of teaching strategies to address contextual factors and meet the learning needs of a diverse student population. Observation and teaching in public schools are required. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

**HPE 4440. Health Education Methods (3).**F;S.

This course will prepare future teachers to plan and deliver effective instruction in health education. Implementation and assessment of the Essential Standards and Clarifying Objectives in the NC Standard Course of Study, as well as the National Health Education Standards, will be a goal of this course. Students will be able to utilize a variety of teaching strategies to address contextual factors and meet the learning needs of a diverse student population. Observation and teaching in public schools are required. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

**HPE 4500. Independent Study (1-4).** F;S.

**HPE 4530-4549. Selected Topics (1-4).** On Demand.

## Department of Social Work (SW)

*Lauren E. Renkert, Chair*

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Robert S. Broce  
Emily K. Dakin  
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Peter R. Fawson*

*Leah R. Hamilton  
Kristin W. Harmon  
Michael L. Howell  
Judy Kaplan  
Denise L. Levy  
Maureen A. MacNamara*

*Deborah L. Phillips  
Heather Thorp  
J. Annette T. Ward  
Kelly A. Williams  
Rachel L. Wright*

The Department of Social Work at Appalachian State University is guided by an overarching framework of social and economic justice. Housed within the College of Health Sciences, the Social Work Department's mission is to promote the well-being of individuals, families, groups and communities and to meet the work force needs for professional social workers, especially at the local and regional level. The undergraduate (BSW) and graduate (MSW) programs are designed to assist students to develop competencies for ethical and culturally competent generalist social work practice within the distinct Appalachian culture of the region and across national and international contexts. The graduate program is further charged with providing educational opportunities for students to develop expertise in advanced direct practice with individuals and families, or in leadership roles within community and organizational practice. Through scholarly activities and service, members of the faculty contribute to the knowledge base of the profession, enhance social work practice throughout the region and state, and support the social work profession regionally, nationally and globally.

Information about the MSW program can be found in the *Graduate Bulletin* or on the Department of Social Work website at [www.socialwork.appstate.edu/master-social-work](http://www.socialwork.appstate.edu/master-social-work).

The BSW curriculum builds on a liberal arts education and includes coursework in human behavior theories, policy analysis, research, social welfare, and generalist practice. This curriculum design provides opportunities for students to gain the knowledge, theory, practice and interpersonal competencies which form the foundation of the profession. The BSW program culminates with a field practicum where students work under close supervision of an experienced social worker in a social service agency. At the successful completion of the BSW program, students are expected to demonstrate competence in core areas and be prepared for entry level professional practice. Graduates have full professional status and may be granted advanced standing in two-year master's degree programs in social work.

### **The Bachelor of Social Work degree (BSW) (281A/44.0701)**

The BSW program consists of 52 semester hours of class work in social work. As part of the curriculum, students will complete a Field Instruction course that requires 440 clock hours of instruction in a social service agency. In addition, 18 semester hours of specified courses in the social sciences, the humanities, and natural sciences (biology) are required. Transfer of social work credits will be based on departmental review and will be limited to courses completed at programs accredited by CSWE at the time the course was taken. Curriculum credit cannot be given for life experience or work experience.

The program of study is available at: [www.programsofstudy.appstate.edu/social-work-bsw-281a-2016-2017](http://www.programsofstudy.appstate.edu/social-work-bsw-281a-2016-2017)

### **Declaration of the Social Work Major**

Students may declare social work as their major when they have met the following requirements for admission to the College of Health Sciences: completion of at least 30 semester hours, a grade-point average of at least 2.0, and credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course. Students should work closely with a social work advisor to plan their course of study.

### **Admission to the Professional Sequence**

Due to the professional nature of the program, the curriculum has been developed to reflect both foundation and professional sequence courses. The foundation courses include SW 2010, SW 2020, SW 2615, SW 2630, and SW 3000. These courses are open to students regardless of major.

In order to progress beyond the foundation courses, students must apply and be admitted to the professional sequence. This sequence includes: SW 3330, SW 3850, SW 3870, SW 4000, SW 4010, SW 4020, SW 4650, and SW 4690. Students apply to the professional sequence when they are enrolled in, or have completed, all of the foundation courses, receiving a grade of "C" or better in each. Academic standards for admission include an overall GPA of 2.5 and a social work GPA of 2.5. Deadlines for applying are November 1 if applying in the fall semester and April 1 if applying in the spring. A complete application, including an essay, must be submitted prior to the deadline.

### **Academic Standards for Retention**

BSW students are expected to abide by ASU's code of Student Conduct and Academic Integrity Code, the National Association of

Social Worker's Code of Ethics, the BSW Program's Competencies, and the following standards: 1) Scholastic Performance; 2) Professional Identity and Self-Awareness; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity, Social Justice, and Human Rights. Failure to meet the standards may result in dismissal from the program.

Majors must achieve a grade of "C" or higher in all required social work and cognate courses, and must maintain an overall GPA of 2.5 and a 2.5 GPA for all required social work and cognate courses. Students may repeat a social work course only once. Students may repeat only two social work courses throughout the program.

### **Minor in Social Work (281/44.0701) (18 semester hours)**

The primary purpose of the minor in Social Work is to complement a student's major. It does not prepare the student for social work practice.

The program of study is available at: [www.programsofstudy.appstate.edu/social-work-minor-281-2016-2017](http://www.programsofstudy.appstate.edu/social-work-minor-281-2016-2017)

### **Honors Program in Social Work**

The Department of Social Work offers an honors program at the undergraduate level to students who have distinguished academic records. Credit earned in courses taken for honors may be applied toward the major, the minor, or the electives required for graduation. To graduate with "Honors in Social Work," a student must meet the following criteria: a minimum overall GPA of 3.5; a minimum GPA of 3.5 in social work courses; and successful completion of the honors sequence. Social Work honors requirements may be found at [www.socialwork.appstate.edu/undergraduate/departmental-honors](http://www.socialwork.appstate.edu/undergraduate/departmental-honors). Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

### **Graduate Degree**

The Department of Social Work offers a Master of Social Work degree. Students interested in this degree program should consult the *Graduate Bulletin* for further information.

### **Courses of Instruction in Social Work (SW)**

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

#### **SOCIAL WORK (SW)**

#### **SW 2010. Professional Social Work in Contemporary Society (3).F;S.**

Provides the student with the opportunity to learn about social work as a major helping profession and social work practice in a changing society. Focus is on characteristics of the helping professions; underserved populations in the U.S.; and the wide variety of settings in which professional social workers practice. Entry level course for social work majors. Prerequisite: at least second semester freshman standing.

#### **SW 2020. The American Social Welfare System (3).F;S.**

*GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "American Culture: Past and Present")*

An introduction to social welfare as a concept and as a social institution: overview of the public and private network of social programs and services intended to help fulfill basic human needs. Analysis of major social issues, problems, and values which shape social policy and the distribution of resources in the U.S., with attention to several other nations.

#### **SW 2500. Independent Study (1-4).F;S.**

#### **SW 2615. Cultural Competence in the Helping Professions (3).F;S.**

*GEN ED: Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

This course offers an opportunity for students to examine both personal and professional issues related to practice in the helping professions. Focus is on sensitivity to, understanding of, and appreciation for people from diverse cultural backgrounds. It includes content related to vulnerable, underserved groups in the United States and examines culture and social class within the context of culturally proficient delivery of human services. (Global Learning Opportunity course)

#### **SW 2630. Human Behavior and the Social Environment (3).F;S.**

The person-in-environment approach is applied to stages of the life cycle. Review and application of relevant social science and social work theories, concepts, and research is included. This course also provides the student with the opportunity to become skilled at assessing human functioning in varied social contexts and provides the bases for developing strategies for social work intervention. Prerequisites: BIO 1201 or its equivalent; PSY 1200; and SOC 1000 or SOC 1100 or SD 3375; or consent of the BSW Program Director.

#### **SW 3000. Basic Skills for the Social Work Profession (3).F;S.**

Introduces students to topics and skills considered basic to beginning social work practice. Experiential learning is stressed. The

course is designed to teach effective relationship, communication, interviewing and recording skills, based on ethical and professional values. A 30-hour volunteer experience is required, providing students opportunities to test their knowledge and skills in a professional setting. Prerequisites: PSY 1200; SOC 1000 or SOC 1100 or SD 3375; or consent of the BSW Program Director.

**SW 3330. Social Welfare Policies, Programs, and Issues (3).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

Examines policies and issues associated with existing social service delivery systems, and emphasizes policy formulation and assessment of alternative strategies for establishing and meeting social goals. Influence of social work principles, values, and practice on social welfare policies and issues. Prerequisites: RC 2001 or its equivalent; PS 1100; and admission to the professional sequence; or consent of the BSW Program Director.

**SW 3500. Independent Study (1-4).F;S.**

**SW 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**SW 3530-3549. Selected Topics (1-4). On Demand.**

**SW 3850. Social Work Research Methods I (3).F;S.**

An introduction to a scientific approach to building knowledge and skills in research and the evaluation of practice. The course will focus on understanding the interconnections between research and social work practice, and the role that social work core values play in research. Ethical conduct as a social work researcher and evaluator will also be covered. Prerequisite: admission to the professional sequence or consent of the BSW Program Director. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**SW 3870. Social Work Research Methods II (4).F;S.**

This course builds on the learning and skills developed in SW 3850: Social Work Research Methods I. In this course, students will collect, analyze and interpret data for social work research. Students will also develop the skills needed to conduct evaluations of practice with individuals, families, groups and communities. Ethical conduct as a social work researcher and evaluator will be reinforced. A one hour data analysis lab is part of this course. Prerequisite: SW 3850 and admission to the professional sequence or consent of the BSW Program Director. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

**SW 4000. Social Work Practice with Individuals and Families (3).F;S.**

This course provides the opportunity for students to learn a beginning base of practice theory with individuals and families, utilizing an ecological, holistic perspective. Focus is on basic values, concepts and processes essential to generalist social work practice. Attention is given to assessment, goal setting, contracting, evaluation and differential intervention planning. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

**SW 4002. Competencies for Child Welfare (3).F.**

This course provides the student the opportunity to learn about the roles of a social worker in public child welfare and the basic competencies necessary to work within North Carolina's public child welfare system. The course also focuses on issues of child maltreatment, child abuse and neglect identification, needs of children and families, and policies and procedures, such as assessments, in-home services, out-of-home placement, and adoptions. The course is required for BSW students seeking to complete a field placement in public child welfare, along with other BSW course requirements. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

**SW 4010. Social Work Practice with Groups (3).F;S.**

Applications of social work knowledge and skills to social work practice with groups. The course will prepare students to engage in group work at micro and mezzo practice levels helping groups as well as individuals within groups. Key concepts, principles, theories, methods, and skills necessary for competent group social work practice will be covered, as well as skills necessary for group social work practice with diverse populations. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

**SW 4020. Social Work Practice with Communities and Organizations (3).F;S.**

Applications of social work knowledge and skills to intervention with communities and organizations. This course will teach students to effectively distinguish between micro and macro problems, to assess community and organizational needs and to develop and implement effective macro interventions with neighborhoods, communities, and social agencies. The course provides a conceptual framework for community organization and organizational practice. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

**SW 4210. Social Work and the Law (3).**On Demand.

Students will develop an understanding of the basic legal principles and procedures relevant to social work practice focusing on the impact of the legal system on social work practice. The course will emphasize the development of critical thinking skills necessary for addressing complex legal and ethical dilemmas. Students will develop social work practice knowledge and skills at both the micro and macro levels. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

**SW 4220. Social Work Practice and Substance Abuse (3).**On Demand.

Students will gain knowledge and skills relevant to the field of substance abuse, mental health issues, and evidence-based treatments. The course focus is how these issues affect work with social work clients. The bio-psycho-social-cultural-spiritual model of addictions and mental health will be used as the framework to cover topics including theories of addiction, mental health, and treatments. Students will develop social work practice knowledge and skills at both the micro and macro levels. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

**SW 4245. Social Work Practice in Health Care (3).**On Demand.

This course is an introductory seminar on contemporary health social work. It provides an evidence-based overview of the social, cultural, environmental, and political contexts affecting health promotion, prevention, and intervention on local, national, and global levels. Students will learn skills necessary for work in interdisciplinary health-related settings and develop a deeper understanding and empathy for the experience of health challenges. [Dual-listed with SW 5245.] Dual-listed courses require senior standing. Juniors may enroll with permission of the department.

**SW 4250. Spirituality, Religion, and Secularism in Social Work (3).**On Demand.

Students will examine the role of spirituality, religion, and secularism in social work practice, with a focus on developing an appreciation of differences, and learning to manage conflicts between personal values and professional practice. Topics include the role of faith-based organizations in providing social services and the development of knowledge and skills for both micro and macro practice. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

**SW 4270. School Social Work (3).**F.

Study of the role and competencies of the school social worker as a member of the pupil personnel team in the U.S. educational system. Social work practice in the school setting with students, their families, and communities will be examined. The course will focus on addictions, disabilities, pregnancy, poverty, and serious behavioral difficulties. Discussion of NC school social work licensure, policies, current issues, and reforms in education will also be included. [Dual-listed with SW 5270.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

**SW 4280. Social Work Issues in Developmental Disabilities (3).**On Demand.

This course provides an opportunity for students to better understand the unique challenges of individuals with developmental disabilities as well as to learn about the ways in which support services adapt to meet these challenges. The course utilizes a life span approach to increase awareness and sensitivity about the variety of issues an individual with a developmental disability and their family may encounter. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

**SW 4365. Social Work Practice with Children and Families (3).**S.

Uses an ecological framework to develop understanding of diverse family systems. Challenges faced by families over the life cycle will be studied, with an emphasis on the influence of the communities, cultures, organizations, and institutions with which families engage. Students will develop social work practice knowledge and skills at both the micro and macro levels. The course is a prerequisite for BSW students seeking to complete a field placement in public child welfare. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

**SW 4510. Social Work Honors Thesis (3).**On Demand.

Independent study and research for a social work thesis. Directed and graded by a student's thesis committee director in the Department of Social Work. Enrollment is by invitation or application only.

**SW 4530-4549. Selected Topics (1-4).**On Demand.

**SW 4555. Death, Dying, and Living (3).**On Demand.

An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

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**SW 4565. Human Sexuality and Affectional Relationships (3).**On Demand.

Students will study sexuality and affectional relationships across the life span. Understanding of biological, psychological, sociological, and affectional perspectives will be developed through mature and respectful collegial discourse. Students will develop knowledge and skills for micro and macro practice related to sexual issues and relationship status across diverse populations. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

**SW 4630. Programs and Services for Older Adults (3).**F.

This course focuses on both policy and practice issues related to services for older adults. Drawing on research from both sociology and social work, the long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

**SW 4650. Social Work Field Instruction (12).**F;S.

Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. Students will spend 440 hours in an agency setting and they will connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. Close professional supervision will be provided. Students will complete written assignments relating practice to research, analysis of agency policies and relationships to regional, state, and national policies, evaluation of practice, and other assignments as required by the field instructor. Graded on an S/U basis. Corequisite: SW 4690. Prerequisites: completion of all social work required courses and cognate courses and permission of the Field Director.

**SW 4690. Senior Seminar: Issues and Ethics for Field and Profession (3).**F;S.

*GEN ED: Capstone Experience*

This seminar integrates academic concepts and theory with the realities of social work practice that students experience in field settings, and explores and synthesizes contemporary professional issues. Corequisite: SW 4650.



# The Hayes School of Music

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## The Mariam Cannon Hayes School of Music (MUS)

*William L. Pelto, Dean*

*Jay C. Jackson, Associate Dean*

*Joseph L. Amaya*

*Hiu-Wah Au*

*Nancy E. Bargerstock*

*Jon P. Beebe*

*Joby R. Bell*

*Mélisse Brunet*

*Alicia M. Chapman*

*Andrea L. Cheeseman*

*Katurah R. Christenbury*

*Robert J. Falvo*

*William G. Harbinson*

*Benjamin Hjertmann*

*Stephen M. Hopkins*

*Douglas G. James*

*Scott D. Kallestad*

*Eric E. Koontz*

*Christine P. Leist*

*Drew C. Leslie*

*Gennard Lombardozzi*

*Kenneth P. Lurie*

*Victor N. Mansure*

*Greg R. McCandless*

*Keith D. McCutchen*

*Cathy H. McKinney*

*Douglas E. Miller*

*Susan W. Mills*

*Julia A. Pedigo*

*Priscilla P. Porterfield*

*Melody S. Reid*

*Rodney T. Reynerson*

*Kevin Richardson*

*Karen L. Robertson*

*John S. Ross*

*Lisa A. Runner*

*Nancy A. Schneeloch-Bingham*

*Laurie R. Semmes*

*Bair D. Shagdaron*

*E. Reeves Shulstad*

*Jennifer S. Snodgrass*

*James M. Stokes, Jr.*

*Kim L. Wangler*

*Bethany A. Wiese*

*Todd T. Wright*

*Scott D. Wynne*

The Hayes School of Music is a full member of the National Association of Schools of Music. The requirements set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The Hayes School of Music sees as its objective the development of those elements which relate to teaching, creation, business and appreciation of music, and to the use of music as a healing tool. The teaching objective is partially realized through those curricula leading to state licensure in either general music education, choral music education, or instrumental music education, and performance, and through the undergraduate curricula designed to accommodate those who desire to be private studio teachers or church musicians. The creative objective is satisfied by any of the performance programs along with those opportunities which are available for prospective composers. The business objective relates to those who desire to combine music with the numerous aspects of the music business. The healing potential of music is explored through therapeutic applications of the art in a variety of clinical settings. The school also makes every effort to fulfill its role as the prime purveyor of music for the University and the surrounding community by presenting numerous performances by soloists and ensembles along with music courses of a general nature which may be of interest to the non-musician.

**NOTE:** *Although the requirement for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

### Admission Requirements

The Hayes School of Music offers the Bachelor of Science, Bachelor of Music, Master of Music, and Master of Music Therapy degrees. In cooperation with the Reich College of Education, it offers the Bachelor of Music in music education.

To be admitted to the Hayes School of Music as a candidate for a baccalaureate degree, a student must have:

1. Auditioned and been accepted by the Dean of the Hayes School of Music as a major
2. Completed at least 30 semester hours
3. A grade-point average of at least 2.0, which must be maintained
4. Obtained credit for RC 1000 or an equivalent course and obtained credit for or be currently enrolled in UCO 1200 or an equivalent course
5. Students moving from University College to the degree granting school must see the dean or assistant/associate dean of the Hayes School of Music for the purpose of being assigned a faculty advisor

A student who is a candidate for a teaching license must be admitted to the teacher education program through the office of the dean in the Reich College of Education.

### Advisement

The Hayes School of Music considers student advisement one of its most important responsibilities and priorities. Through the dean's office, each student is assigned a faculty advisor who is committed to offering accurate and appropriate advisement. The student is encouraged to make regular appointments with the advisor. The Hayes School of Music provides a graduation check for all majors during the semester immediately preceding the student's last semester. We urge all students in the School of Music to avail themselves of this service. Meeting graduation requirements is the student's responsibility.

# The Hayes School of Music

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## Repeating Music Theory and Aural Skills Courses

Each Music Theory and Aural Skills course (Music Theory I-V, Aural Skills I-IV, and Contemporary Musicianship) may be taken a maximum of three times (one initial unsuccessful attempt followed by two retakes). Withdrawal past the initial 5-day Drop/Add period counts as an attempt. Unsuccessful completion of any course within the three-attempt limit will require the student to seek admission to an alternative degree program outside the Hayes School of Music.

## Independent Study

Students intending to pursue independent study in the Hayes School of Music are reminded of the existence of deadline dates for applying for independent study. For information and details pertaining to independent study procedures established by the school, contact the dean or assistant dean of the Hayes School of Music.

## Pass-Fail

Students majoring in programs in the Hayes School of Music are not permitted to take any course on the pass/fail option that is a general education, major, minor, or professional requirement.

## Bachelor of Music Degree

In order for a student to earn the Bachelor of Music degree in the Hayes School of Music, the following requirements must be met.

1. Completion of at least 122 semester hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian. Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation including for admission to student teaching.
2. Completion of general education requirements
3. Completion of a major in one of the following fields: Music Education; Music Therapy; Music Performance: Composition/Theory, Sacred Music, Instrument or Voice
4. A student must have at least a 2.00 grade-point average on all work in the major. Transfer students must complete at least eighteen semester hours of work in their major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian.  
*Specific requirements for each major preface the list of courses offered by the School of Music.*
5. Completion of professional education courses (music education majors only)  
*For the requirements in teacher education, refer to the Reich College of Education section in this catalog.*
6. Completion of electives to total at least 122 semester hours
7. Completion of residency requirements
8. Compliance with regulations concerning the settlement of all expense accounts
9. Recommendation of the faculty

## Bachelor of Science Degree

In order for a student to earn a Bachelor of Science degree in the Hayes School of Music, the following requirements must be met.

1. Completion of at least 125 semester hours with a grade-point average of at least 2.00. A transfer student must have at least a 2.00 grade-point average on all work at Appalachian.
2. Completion of general education requirements
3. Completion of a major in the following field: Music Industry Studies  
A student must have at least a 2.00 grade-point average on all work in the major. Transfer students must complete at least eighteen semester hours of work in their major at Appalachian and must have at least a 2.00 grade-point average on all work in the major at Appalachian.  
*Specific requirements for each major preface the list of courses offered by the Hayes School of Music.*
4. Completion of a minor consisting of 18 semester hours. Transfer students must complete at least nine semester hours in their minor at Appalachian. *Specific requirements for each minor preface the list of courses offered by the Hayes School of Music.*
5. Completion of electives to total 125 semester hours
6. Completion of residency requirements
7. Compliance with regulations concerning the settlement of all expense accounts
8. Recommendation of the faculty

## Internships

Opportunities are available for students to become involved in internships associated with the Hayes School of Music. These internships provide students with on-the-job experiences in many areas of endeavor and allow them to earn academic credit which is applicable toward their degree. Students interested in pursuing this valuable educational opportunity should contact either their advisor or the student internship office. Consult the catalog statement which describes the student internship program.

# The Hayes School of Music

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## Entrance Requirements for Freshmen and Transfer Students

An audition in the principal or major performing area is required of all incoming music majors. Should the appropriate performance level not be met, those students who are deficient will be required to do remedial applied music study until the proper level has been attained. Students interested in pursuing degrees in the areas of music therapy, composition/theory, music industry studies, and music education have additional admission requirements. For further information concerning these requirements, consult the Area Coordinator in the Hayes School of Music.

## Entrance Requirements for Graduate Students

As appropriate to their individual program choice, all entering graduate music majors will demonstrate by examination their understanding and achievement levels in music theory, music history and literature, applied performance, conducting and score reading, and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the degree.

## Degrees

The Hayes School of Music offers the Bachelor of Science, Bachelor of Music, Master of Music, and Master of Music Therapy degrees.

**The Bachelor of Music degree in Music Education (552\*/13.1312)[T]** offers the following concentrations:

### **Instrumental Music Education (K-12) (552C)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/music-education-bm-instrumental-music-education-k-12-552c-2016-2017](http://www.programsofstudy.appstate.edu/music-education-bm-instrumental-music-education-k-12-552c-2016-2017)

### **Choral Music Education (K-12) (552D)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/music-education-bm-choral-music-education-k-12-552d-2016-2017](http://www.programsofstudy.appstate.edu/music-education-bm-choral-music-education-k-12-552d-2016-2017)

### **General Music Education (K-12) (552E)[T]**

The program of study is available at: [www.programsofstudy.appstate.edu/music-education-bm-general-music-education-k-12-552e-2016-2017](http://www.programsofstudy.appstate.edu/music-education-bm-general-music-education-k-12-552e-2016-2017)

*\*NOTE: Reich College of Education policy states: "All proficiencies and professional education courses including reading and methods courses must have been completed satisfactorily with a grade of 2.00 ("C") or better." Courses affected by this policy include: MUS 1028, MUS 1030, MUS 1031, MUS 1032, MUS 1035, MUS 1036, MUS 1037, MUS 1038, MUS 1040, MUS 1041, MUS 1045, MUS 1046, MUS 2030, MUS 2034, MUS 2037, MUS 2038, MUS 2040, MUS 2041, MUS 3020, MUS 3021, MUS 3022, MUS 3031, MUS 3032, MUS 3033, MUS 3034, MUS 3040, MUS 3903, MUS 4030, MUS 4610.*

All students enrolled in teacher education programs are required to meet licensure-criteria as set by the North Carolina State Department of Public Instruction prior to their graduation from Appalachian State University. For requirements in teacher education, see the Reich College of Education section in this catalog.

**The Bachelor of Music degree in Performance (554\*/50.0903)** is offered in the following concentrations:

### **Composition and Theory (554C)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-performance-bm-composition-and-theory-554c-2016-2017](http://www.programsofstudy.appstate.edu/music-performance-bm-composition-and-theory-554c-2016-2017)

### **Instrument (554E-I, 554K-R, 554T-X, and 554Z)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-performance-bm-instrument-554-2016-2017](http://www.programsofstudy.appstate.edu/music-performance-bm-instrument-554-2016-2017)

### **Sacred Music (554B)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-performance-bm-sacred-music-554b-2016-2017](http://www.programsofstudy.appstate.edu/music-performance-bm-sacred-music-554b-2016-2017)

### **Voice (554Y)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-performance-bm-voice-554y-2016-2017](http://www.programsofstudy.appstate.edu/music-performance-bm-voice-554y-2016-2017)

## **The Bachelor of Music degree in Music Therapy (553A/51.2305)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-therapy-bm-553a-2016-2017](http://www.programsofstudy.appstate.edu/music-therapy-bm-553a-2016-2017)

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The Bachelor of Science degree in Music Industry Studies (557\*/50.1003) is offered in the following concentrations:

## **Manufacturing and Merchandising (557G)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-industry-studies-bs-manufacturing-and-merchandising-557g-2016-2017](http://www.programsofstudy.appstate.edu/music-industry-studies-bs-manufacturing-and-merchandising-557g-2016-2017)

## **Recording and Production (557H)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-industry-studies-bs-recording-and-production-557h-2016-2017](http://www.programsofstudy.appstate.edu/music-industry-studies-bs-recording-and-production-557h-2016-2017)

## **Marketing and Promotion (557I)**

The program of study is available at: [www.programsofstudy.appstate.edu/music-industry-studies-bs-marketing-and-promotion-557i-2016-2017](http://www.programsofstudy.appstate.edu/music-industry-studies-bs-marketing-and-promotion-557i-2016-2017)

## **Minor in Music (551/50.0901)** (16 semester hours)

The program of study is available at: [www.programsofstudy.appstate.edu/music-minor-551-2016-2017](http://www.programsofstudy.appstate.edu/music-minor-551-2016-2017)

## **Applied Music**

Applied music majors and principals are required to take a jury examination before the faculty in their applied area at the end of each semester. The jury functions as an advisory group as far as the applied music grade is concerned. Students will also be evaluated as to the level they have attained at the end of each semester. The level of achievement required in order to complete an applied music major or principal in the various areas is as follows:

Music Industry Studies	Level II
Music Education	Level IV
Music Therapy	Level III
Performance	
Sacred Music	Level VI
Composition and Theory	Level IV
Vocal or Instrumental	Level VIII

All music majors in the education and performance curricula will further demonstrate satisfactory proficiency in their major or principal performing medium by presenting, during the senior year, either an individual recital or a joint program with no more than three participants. Students pursuing the sacred music, vocal, or instrumental performance degree are required to present a recital during the junior year.

Students presenting recitals which are used to fulfill departmental requirements must be students of applied music faculty members in the Hayes School of Music at Appalachian State University at the time of the recital.

## **Piano Proficiency**

Piano proficiency is required of music education, music therapy, vocal performance, and composition/theory majors. Proficiency is demonstrated through satisfactory completion of the piano proficiency examination independently or as the final examination in MUS 2041 (Advanced Piano Class II). Students who have not satisfied the piano proficiency requirement should be enrolled in class piano the first semester of enrollment in the Hayes School of Music and remain enrolled in the class piano sequence until proficiency requirements are satisfied. Proficiency must be completed prior to student teaching (music education), internship (music therapy), and graduation (vocal performance, composition/theory).

## **Admission to the Bachelor of Music in Music Education program**

In order to be admitted to the Music Education degree program, a student must earn a grade of "C" or better in MUS 2034 and complete all semesters with a satisfactory grade of "S" in MUS 1500. Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation, including for admission to student teaching.

Students must be admitted to the Music Education degree program prior to enrolling in MUS 3020, MUS 3021, MUS 3022, MUS 3031/CI 3031, MUS 3032/CI 3032, MUS 3033/CI 3033, MUS 3034, MUS 3037, MUS 3038, MUS 3902, and MUS 3903.

## **Recitals and Concerts**

The Hayes School of Music presents a large and varied number of solo and ensemble programs through the year. Other programs

# The Hayes School of Music

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are regularly brought to the University through the Performing Arts Series. Students are required to attend ten recitals/concerts per semester. All music majors are required to register for and successfully complete MUS 1500 (Performance Seminar) each semester in which they are enrolled as a major.

## Ensembles

Music majors, whether declared or proposed majors, are required to be enrolled in and successfully complete an appropriate ensemble each semester in which they are full-time students. No music major will be allowed to participate in more than three ensembles in any semester in which they are full-time students.

## Courses of Instruction in Music (AMU, MUS)

This catalog reflects fall and spring semester offerings. Go to [www.summerschool.appstate.edu](http://www.summerschool.appstate.edu) for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

### APPLIED MUSIC (AMU)

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#### **AMU 0001-0025; 2001-2025; 4001-4025; 6001-6025** (1-4).F;S.

One or two 30-minute individual lessons or equivalent in individual and/or class lessons and four practice hours per week for each semester hour credit. **Additional fee (Summer Term).**

#### **AMU 3901-3925. Junior Recital** (2-4).F;S.

Individual lessons in the principal performing medium leading to a public recital. Six practice hours per week for each semester hour credit. **Additional fee (Summer Term).**

#### **AMU 4901-4925. Senior Recital** (2-4).F;S.

##### *GEN ED: Capstone Experience*

A public recital serving as the culminating experience of applied music study in the principal performing medium. Six practice hours per week for each semester hour credit. **Additional fee (Summer Term).**

### MUSIC (MUS)

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#### **MUS 0900. Introduction to Music Theory** (3).F.

An introduction to music theory and requisite aural skills for music majors. Course counts as three hours credit toward course load and full-time student eligibility but does not count toward hours required for graduation (See "Institutional Credit"). Graded on an S/U basis.

#### **MUS 1000. Elements of Music Theory** (3).F;S.

An introduction to music theory for non-music majors. This course carries credit toward the music minor and elementary education major but no credit toward music degrees.

#### **MUS 1001. Music Theory I** (2).F;S.

A course in the fundamentals of music integrating basic materials and skills. The study of diatonic harmony is approached through part writing and analysis. Lecture and demonstration three hours. Prerequisite: successful completion of MUS 0900 or passing grade on entrance test. May be repeated no more than twice, including withdrawals after the initial add/drop period.

#### **MUS 1002. Music Theory II** (2).F;S.

A continuation of Music Theory I, completing the study of diatonic harmony and introducing chromatic harmony. Analysis, partwriting and other written skills are integrated. Lecture and demonstration three hours. Prerequisite: MUS 1001 and MUS 1007 with a minimum grade of "C-" (1.7) in each course. May be repeated no more than twice, including withdrawals after the initial add/drop period.

#### **MUS 1003. Contemporary Musicianship I** (3).F.

A study of music skills necessary for the Music Industry Studies major involving written, aural, and analytical perspectives. Lecture three hours. May be repeated no more than twice, including withdrawals after the initial add/drop period.

#### **MUS 1007. Aural Skills I** (2).F;S.

A course for the development of fundamental aural skills. The study of music fundamentals is approached through sight singing and ear training. Aural skills are developed through computer-assisted instruction. Lecture and demonstration two hours. Prerequisite: successful completion of MUS 0900 or passing grade on entrance test. May be repeated no more than twice, including withdrawals after the initial add/drop period.

# The Hayes School of Music

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**MUS 1008. Aural Skills II** (2).F;S.

A continuation of Aural Skills I. Sightsinging and ear training of rhythmic patterns, diatonic melody and diatonic harmonic progression. Aural skills are developed through computer-assisted instruction. Lecture and demonstration two hours. Prerequisites: MUS 1001 and MUS 1007 with a minimum grade of "C-" (1.7) in each course. May be repeated no more than twice, including withdrawals after the initial add/drop period.

**MUS 1028. Brass Class: Trumpet, Trombone, Euphonium, Tuba** (1).F;S.

A study of the pedagogical techniques and methods used in teaching trumpet, trombone, euphonium and tuba in the public school environment. Lecture and demonstration two hours.

**MUS 1030. Strings Class** (1).F;S.

A study of the pedagogical techniques and methods used in teaching violin, viola, cello, and bass in the public school environment. Lecture and demonstration two hours.

**MUS 1032. Percussion Class** (1).F;S.

A study of the pedagogical techniques and methods used in teaching standard percussion instruments in the public school environment. Lecture and demonstration two hours.

**MUS 1035. Woodwinds Class I: Flute, Clarinet, Saxophone** (1).F;S.

A study of the pedagogical techniques and methods used in teaching flute, clarinet and saxophone in the public school environment. Lecture and demonstration two hours.

**MUS 1036. Woodwinds Class II: Oboe, Bassoon, Horn** (1).F;S.

A study of the pedagogical techniques and methods used in teaching oboe, bassoon, and horn in the public school environment. Lecture and demonstration two hours.

**MUS 1037. Voice Class I** (1).F;S.

Acquisition of vocal technique essential for the practicing music educator, music therapist, or sacred musician and development of a repertoire of traditional, ethnic, folk, and popular songs. Lecture-demonstration one hour, laboratory one hour.

**MUS 1038. Voice Class II** (1).S.

Continued acquisition of vocal technique essential for the practicing music educator or sacred musician and continued development of a repertoire of traditional, ethnic, folk, and popular songs. Lecture-demonstration one hour, laboratory one hour. Prerequisite: MUS 1037.

**MUS 1040. Piano Class I** (1).F;S.

Group instruction in the fundamental principles of piano technique. Lecture-demonstration one hour, laboratory one hour.

**MUS 1041. Piano Class II** (1).F;S.

Group instruction in piano technique. Lecture-demonstration one hour, laboratory one hour. Prerequisite: MUS 1040 with a minimum grade of "C" (2.0).

**MUS 1042. Guitar Class I** (1).F;S.

Group instruction in the fundamental principles of playing the nylon string classical guitar. Lecture and demonstration two hours.

**MUS 1043. Guitar Class II** (1).S.

Group instruction in intermediate level nylon string classical guitar playing. Lecture and demonstration two hours. Prerequisite: MUS 1042 or equivalent background.

**MUS 1045. Diction I** (1).S.

The application of the International Phonetic Alphabet to the principles and practice of Italian, Latin and English pronunciation as applied to vocal music with regard to performance and teaching. Lecture one hour, laboratory one hour. (SPEAKING)

**MUS 1046. Diction II** (1).F.

The application of the International Phonetic Alphabet to the principles and practice of French and German pronunciation as applied to vocal music with regard to performance and teaching. Prerequisite: MUS 1045 or approval of the instructor. Lecture one hour, laboratory one hour.

**MUS 1052. Functional Guitar I** (1).F.

Acquisition of basic guitar accompanying and group music leadership skills essential for the practicing music therapist. Development



# The Hayes School of Music

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of a repertoire of traditional, folk and popular songs. Lecture and demonstration two hours. Music Therapy majors only or permission of the instructor.

**MUS 1053. Functional Guitar II (1).S.**

Acquisition of intermediate guitar accompanying and group music leadership skills essential for the practicing music therapist. Development of a repertoire of traditional, folk, and popular songs. Lecture and demonstration two hours. Prerequisite: MUS 1052 with a minimum grade of "C" (2.0) or equivalent competence. Music Therapy majors only or permission of the instructor.

**MUS 1100-MUS 1139** - Course descriptions for "MUS Performing Groups" are listed after MUS 4901.

**MUS 1420. Introduction to Music Industry Studies (3).F.**

Lectures and discussions with faculty and representatives from the music industry to familiarize students with the scope of this field including career options. Lecture three hours. For Music Industry Studies majors only or by permission of the instructor.

**MUS 1426. Audio Fundamentals (2).S.**

A non-technical course for all students of the University dealing with the basic properties of sound, acoustic principles and basic electrical theory. An introduction to recording and playback components. Lecture two hours.

**MUS 1500. Performance Seminar (0).F;S.**

A series of seminars in solo and ensemble recitals and concerts covering all aspects and problems of public appearances. Required of all music majors. Graded on an S/U basis. Laboratory one hour.

**MUS 2001. Music Theory III (2).F;S.**

A continuation of Music Theory II, completing the study of chromatic harmony and including the study of twentieth century harmonic practice. Lecture and demonstration two hours. Prerequisites: MUS 1002 and MUS 1008 with a minimum grade of "C-" (1.7) in each course. May be repeated no more than twice, including withdrawals after the initial add/drop period.

**MUS 2002. Music Theory IV (2).F;S.**

A continuation of Music Theory III. Counterpoint, contrapuntal forms, instrumentation and elementary orchestration are studied. Lecture and demonstration two hours. Prerequisites: MUS 2001 and MUS 2007 with a minimum grade of "C-" (1.7) in each course. May be repeated no more than twice, including withdrawals after the initial add/drop period.

**MUS 2004. Liturgies (2).F.** Alternate years.

A study of the history and current practices of worship in the Jewish, Eastern Orthodox, Roman Catholic, and Protestant traditions. Includes the study of occasional services such as Lessons & Carols, Tenebrae, and Evensong. Lecture two hours.

**MUS 2007. Aural Skills III (1).F;S.**

A continuation of Aural Skills II, completing the development of sightsinging and eartraining skills involving diatonic melody, diatonic harmonic progression, and rhythmic patterns. Aural skills are developed through computer-assisted instruction. Lecture and demonstration two hours. Prerequisites: MUS 1002 and MUS 1008 with a minimum grade of "C-" (1.7) in each course. May be repeated no more than twice, including withdrawals after the initial add/drop period.

**MUS 2008. Aural Skills IV (1).F;S.**

A continuation of Aural Skills III, completing the development of sightsinging and eartraining skills involving chromatic melody, chromatic harmonic progression and advanced rhythmic patterns. Advanced sightsinging skills are developed. Aural skills are developed through computer-assisted instruction. Lecture and demonstration two hours. Prerequisites: MUS 2001 and MUS 2007 with a minimum grade of "C-" (1.7) in each course. May be repeated no more than twice, including withdrawals after the initial add/drop period.

**MUS 2009. Sacred Music Literature and Materials (3).S.** Alternate years.

A survey of sacred music literature and materials, with emphasis on congregational hymnody and small-form choral anthems. Lecture three hours.

**MUS 2010. Contemporary Musicianship II (3).S.**

An expansion of the aural skills and theoretical knowledge presented in MUS 1003. The study of basic music theory concepts, integrated with aural skills (sight singing, rhythmic reading, melodic and rhythmic dictation.) Lecture three hours. Prerequisite: MUS 1003. May be repeated no more than twice, including withdrawals after the initial add/drop period.

**MUS 2011. Exploring Music in Culture (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

A nontechnical course for students with little or no musical background. Emphasis is placed on the style and form of music as perceived by the listener, with focuses on "classical" western European concert music and other repertoires. Lecture three hours.

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## **MUS 2014. Jazz Music in American Society (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

Jazz may be the United States' only original contribution to music. Due to its comparatively recent emergence as a recognized art form, a great deal of confusion exists as to the meaning, origins, development, and the place of jazz relative to other areas of music. This course will define jazz as precisely as possible and show its evolution in the historical background of the United States. Lecture three hours.

## **MUS 2015. History of Rock Music (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Revolutions: Social and Political")*

Study of musical groups, soloists and styles related to the evolution of this genre, and on related social, historic and political events. Pre-rock influences and rock music from the late 1940s through significant developments of the late twentieth century. Lecture three hours.

## **MUS 2016. Appalachian Music (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Appalachian Mountains: Community, Culture, and Land")*

A survey of Appalachian music including both instrumental and vocal styles, older traditions and newer regional forms. Students will have opportunities to develop musical skills through hands-on class projects and activities. Lecture three hours. (Same as AS 2016.)

## **MUS 2017. Survey of Musical Theatre (3).SS.**

A survey of musical theatre, tracing the development from its European roots to contemporary productions. Emphasis is on viewing and listening to productions. Video tapes and live performances are incorporated as available.

## **MUS 2018. Introduction to World Music (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Imagination, Innovation, and Meaning")*

A survey of musics representing international cultures. Emphasis is placed on the role of music in various life experiences. Lecture three hours. (Global Learning Opportunity course)

## **MUS 2019. Country Music Survey (3).On Demand.**

A survey of country music from its beginnings in the 1920s until the present. Lecture three hours.

## **MUS 2022. Cultivating Creative Expression Through Music (3).F;S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Cultivating Creative Expression")*

Students will create works of music using various media, reflecting on the creative process, the influence of culture, and the dynamic and reciprocal interactions among the artist, instructor, and student. Lecture/studio three hours.

## **MUS 2023. Music and Gender (3).S.**

*GEN ED: Fine Arts Designation; Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")*

An investigation of the social constructions of gender and how they are reflected in music. Topics will include how gender constructions operate in compositional, performance and teaching practices.

## **MUS 2024. Music Methods for the Classroom Teacher (3).F;S.**

The music elements learned in MUS 2022 (Cultivating Creative Expression Through Music) will be used in studying materials and methods in the elementary classroom. A variety of musical activities will be presented which are suitable for all ages of elementary children. Observation and participation in pre-school and public school settings are required. Prerequisite: MUS 2022. Lecture three hours.

## **MUS 2030. Instrumental Playing Techniques (for general and choral music education majors) (1).S. Alternate years.**

Group instruction in the fundamental principles of playing on representative orchestral instruments in each of the following categories: woodwind, brass, percussion and string. Lecture and demonstration two hours.

## **MUS 2034. Introduction to Teaching Music (1).F;S.**

Introduction of teaching music in the schools within the contexts of general, band, choral, and orchestral music education. Includes basic strategies for teaching students with disabilities and within a multi-cultural context. Public school music observations are required. Lecture one hour, laboratory one hour. Prerequisites or corequisites: MUS 1002 and MUS 1008.

## **MUS 2037. Voice Class III (1).F. Alternate years.**

A continuation of first year voice class with appropriate vocal literature adapted to each student's needs and progress. Lecture and demonstration two hours. Prerequisite: MUS 1038.

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**MUS 2038. Voice Class IV (1).S.** Alternate years.

Continued study of literature and attention to the specific needs of each student. Lecture and demonstration two hours. Prerequisite: MUS 2037.

**MUS 2040. Piano Class III (1).F;S.**

Group instruction in piano technique. Lecture-demonstration one hour, laboratory one hour. Prerequisite: MUS 1041 with a minimum grade of "C" (2.0).

**MUS 2041. Piano Class IV (1).F;S.**

Group instruction in piano technique, culminating in a piano proficiency examination. Lecture-demonstration one hour, laboratory one hour. Prerequisite: MUS 2040 with a minimum grade of "C" (2.0).

**MUS 2045. Jazz Improvisation I (2).F.**

A fundamental study and application of jazz theory, including chord symbols, chord progressions and their function, and the usage of chord scales for melodic development in jazz improvisation. All students taking this course must play melodic instruments. Lecture and demonstration two hours. Prerequisites: MUS 1002 and MUS 1008.

**MUS 2046. Jazz Piano (1).F;S.**

Group instruction in the fundamental principles of learning to read chord symbols for lead sheet application and for developing basic improvisational skills for use over common jazz forms such as the blues. Lecture and demonstration one hour. Prerequisite: AMU 2001 or MUS 1041 or permission of the instructor.

**MUS 2050. Introduction to Music Therapy (2).F.**

An experiential survey of the field of music therapy and the use of music in the treatment of persons with special needs. Lecture and demonstration two hours.

**MUS 2051. Music Therapy Clinical Skills (1).S.**

Introduction to clinical skills required of the practicing music therapist, including behavior observation, clinical documentation, and behavior change. Prerequisite: MUS 2050.

**MUS 2052. Exploring Music Therapy (3).SS.**

*GEN ED: Liberal Studies Experience*

An inquiry into the creative application of music to meet a diverse array of individual human needs.

**MUS 2070. Music in Special Education (2).F.**

An introduction to the role of music, music education, and music therapy for students with special needs. Characteristics, strengths, needs, and strategies for children and youth having one or more disabling conditions. Lecture and demonstration two hours.

**MUS 2071. Music, the Brain, and Neurological Disorders (2).S.**

An introduction to neurology and the neuropsychology of music. Experiential and didactic exploration of music therapy assessment and interventions for adults with neurological disorders. Lecture and demonstration two hours. Prerequisites: MUS 2050 with a minimum grade of "B-" (2.7), and MUS 2051 with a minimum grade of "C" (2.0). Music Therapy majors must be enrolled concurrently in MUS 3900.

**MUS 2072. Orchestration (2).S.** Alternate years.

The study of instrumental transposition, instrumentation and orchestration. Lecture two hours. Prerequisites: MUS 1001 and MUS 1007 with a minimum grade of "C-" (1.7) in each course.

**MUS 2420. Music Merchandising and Entrepreneurship (3).S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A core course for Music Industry Studies majors providing an in-depth exploration of music merchandising. Content will include music products manufacturing, wholesaling, retailing, music publishing and product services. Basic business concepts will be introduced as they relate to entrepreneurship opportunities in this field. Course delivery will include guest lecturers from the industry and field trips to appropriate businesses. Lecture three hours. Prerequisites: MUS 1420 and RC 2001 or its equivalent.

**MUS 2426. Music Production and Recording I (3).F.**

Lecture, demonstration and hands-on recording studio experience. Technical procedures and production approaches form the core of the course of study. Lecture three hours. Prerequisite: MUS 1426. For Music Industry Studies majors only.

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## **MUS 2445. Artist Management and Promotion (2).F.**

The theory and practice of touring, booking, management, promotion and marketing of creative artists. Lecture two hours. Prerequisite: MUS 1420 or permission of the instructor.

## **MUS 2500. Independent Study (1-4).F;S.**

## **MUS 2611. Music History and Style I (2).F.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An overview of the stylistic tendencies throughout Western music history and an examination of the development of Western notated music and musical style as revealed through studies of social influences, biographical figures, and notated musical scores from ancient times to the mid-seventeenth century.

## **MUS 2612. Music History and Style II (2).S.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An examination of the development of Western notated music and musical style as revealed through studies of social influences, biographical figures, and notated musical scores from the mid-seventeenth century to the mid-nineteenth century.

## **MUS 2613. Survey of Western Music (3).F;S.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

A survey of Western music from the Renaissance through the 20th century. Emphasis is placed on style and form of music as perceived by the listener. Lecture three hours.

## **MUS 2615. Music and Propaganda (3).S.Alternate years.**

This course is designed to examine ways in which music has historically been used internationally to enhance/intensify various aural and visual forms of propaganda. Although specific cases such as those in Nazi Germany, Communist China, and the Soviet Union are explored, the broader scope of the course also addresses the concepts of patriotism, promotion, protest, and manipulation.

## **MUS 2616. Cuban Music and Culture (3).S.Alternate years.**

*GEN ED: Fine Arts Designation; Liberal Studies Experience*

This course is designed to explore the music of Cuba as it has both reflected and shaped culture throughout Cuban history from the pre-Columbian era to the early twenty-first century. Of particular interest is the evolution of Cuban music during the twentieth century as it was appropriated and propagandized for economic and political purposes, as well as the development of Cuban music video accessible via the internet.

## **MUS 2900. Apprenticeship in Instrument Repair (2).On Demand.**

Students will participate as apprentices in the routine operation of a manufacturing or repair facility. Graded on an S/U basis.

## **MUS 2901. Practicum in Music Products Industry (2).On Demand.**

Field experience in the music products industry. Practicum four hours. Prerequisites: MUS 2420 and permission of the instructor. Graded on an S/U basis.

## **MUS 3001. Form and Analysis (2).On Demand.**

A detailed study of formal structure in music. Students are required to apply their skills and knowledge to comprehend (aurally and visually) musical structure in compositions of the common practice period. Lecture and demonstration three hours. Prerequisite: MUS 2002 with a minimum grade of "C-" (1.7).

## **MUS 3002. Music Theory V (2).F;S.**

*GEN ED: Junior Writing in the Discipline (WID)*

A continuation of MUS 2002 (Music Theory IV). The study of common-practice forms is concluded. Twentieth-century compositional practices and techniques are studied. Prerequisites: MUS 2002 (Music Theory IV) and MUS 2008 (Aural Skills IV) with a minimum grade of "C-" (1.7) in each course; and RC 2001 or its equivalent. May be repeated no more than twice, including withdrawals after the initial add/drop period.

## **MUS 3003. Jazz/Pop Theory (2).S.Alternate years.**

The practical application of jazz/pop theory in the creation, performance, and analysis of modern music focusing on arranging and composition techniques. Lecture two hours. Prerequisite: MUS 2002 or MUS 2010.

## **MUS 3007. Counterpoint (3).On Demand.**

A comprehensive course in the fundamentals of 18th-19th Century counterpoint. Writing and analysis is stressed and required.

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Lecture three hours. Prerequisite: MUS 2002.

**MUS 3010. Service Playing (2).On Demand.**

Laboratory experience in playing services of worship including chant accompaniment, hymn playing, anthem accompaniment and simple improvisation. Advanced topics include figured-bass realization, modulation and open-score reading. Lecture two hours, laboratory one hour. Prerequisite: MUS 1002.

**MUS 3020. Conducting (1).F.**

Fundamentals of conducting technique and introduction to score reading. Lecture and demonstration two hours. Prerequisite: MUS 1002 or permission of the instructor, and admission to the music education degree program.

**MUS 3021. Instrumental Conducting Practicum (2).S.**

Supervised conducting experience with an instrumental ensemble. Score preparation and rehearsal techniques. Lecture and practicum three hours. A minimum of five hours of rehearsal observations. Prerequisites: MUS 1002, MUS 3020, and admission to the music education degree program.

**MUS 3022. Choral Conducting Practicum (2).S.**

Supervised conducting experience with a choral ensemble. Score preparation and rehearsal techniques. Lecture and practicum three hours. A minimum of five hours of rehearsal observations. Prerequisites: MUS 1002, MUS 3020, and admission to the music education degree program. (SPEAKING)

**MUS 3031. Band Techniques and Materials (2).S.**

A survey of the materials and methods in teaching bands. Lecture two hours. Prerequisite: admission to the music education degree program. (Same as CI 3031.)

**MUS 3032. Choral Techniques and Literature I (2).F.**

A survey of the materials, methods and literature in choral teaching. Lecture two hours. Prerequisite: admission to the music education degree program. (Same as CI 3032.)

**MUS 3033. Orchestral Techniques and Materials (2).S. Alternate years.**

A survey of materials and methods employed in teaching orchestras. Prerequisite: admission to the music education degree program. Music Education (string) majors only. Lecture two hours. (Same as CI 3033.)

**MUS 3034. Methods for Teaching General Music (3).F.**

Methods and foundations for teaching elementary and secondary general music education will be presented. Public school field experiences are included in this course. Lecture two hours, laboratory two hours. Prerequisite: MUS 2034 and admission to the music education degree program. (Same as CI 3034.)

**MUS 3037. General Music Pedagogy (2).S. Alternate years.**

Detailed study of general music education pedagogy with emphasis on Orff-Schulwerk, Kodaly and Dalcroze methods for elementary general music classes. Lecture and demonstration two hours. Prerequisite: MUS 1037 and piano proficiency. Prerequisite or corequisite: MUS 2034 or permission of area coordinator.

**MUS 3038. Choral Techniques and Literature II (2).S.**

A continuation of the survey of the materials, methods and literature in choral teaching. Lecture two hours. Prerequisite: MUS 3032/CI 3032.

**MUS 3040. Class Piano (1).S. Alternate years.**

Provides the piano principal with those practical competencies which most directly relate to classroom musical activities such as improvisation, accompanying and related skills. Required of music education majors with a piano principal. Lecture and demonstration two hours.

**MUS 3045. Jazz Improvisation II (2).S.**

Advanced jazz improvisation. Further study and application of the jazz language for development of greater individual improvisatory skills. Lecture and demonstration two hours. Prerequisite: MUS 2045 or consent of the instructor.

**MUS 3046. Tunes (2).On Demand.**

A study of popular American dance music "standards" for proper execution of interpretation and performance style. In addition, formal structure will be studied. Alternate years. Lecture and demonstration two hours.

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## **MUS 3052. Alexander Technique (1-2).F;S.**

Exploration of the principles of balanced movement and flexible body usage through the study of Alexander Technique. Open only to music majors. May be repeated for credit.

## **MUS 3053. Exploring Improvisation (2).S.**

This course will offer a survey of improvisational styles from both western and non-western musical styles. Students will listen to and analyze a variety of improvisational examples, and will be given opportunities to play their instrument utilizing the improvisatory techniques and musical/non-musical examples given in the lectures. Class format will consist of lecture demonstration of listening examples, followed by individual/group performance time. Prerequisites: MUS 1002 and MUS 1008.

## **MUS 3060. Functional Piano (1).S.**

Acquisition of piano accompanying and group music leadership skills essential for the practicing music therapist and development of a repertoire of traditional, folk and popular songs. Lecture one hour, laboratory one hour. Prerequisites: MUS 1002, MUS 1008, and either MUS 1041 or AMU 2001. Music Therapy majors only or permission of the instructor.

## **MUS 3061. Functional Music Therapy Techniques (1).S.**

Focus on acquisition of selected functional music skills essential to the practicing music therapist, including creativity, group music leadership, movement techniques, Orff techniques, and arranging for various ages, abilities, and disabilities. Lecture one hour, laboratory one hour. Prerequisites: MUS 1002, MUS 1008 and MUS 2050. Music Therapy majors only or permission of the instructor.

## **MUS 3070. Developmental Music Therapy (2).F.**

Theory, research and clinical skills related to music therapy with children and youth having one or more disabling conditions. Lecture and demonstration two hours. Prerequisites: MUS 2050 with a minimum grade of "B-" (2.7), and MUS 2051 and MUS 2070 with a minimum grade of "C" (2.0) in each course. Music Therapy majors must be enrolled concurrently in MUS 3900.

## **MUS 3072. Models of Music Therapy in Mental Health (2).F.**

A study of theoretical and empirical foundations of music therapy in mental health. Major models of counseling and psychotherapy will be surveyed. Lecture and demonstration two hours. Prerequisites: MUS 2050 with a minimum grade of "B-" (2.7), and MUS 2051 with a minimum grade of "C" (2.0). Music Therapy majors must be enrolled concurrently in MUS 3900.

## **MUS 3073. Music Therapy Practice in Mental Health (2).S.**

Experiential and didactic exploration of music therapy assessment and interventions for persons with mental disorders. Includes a systematic review of research-supported, music-based treatments for the most prevalent disorders. Lecture and demonstration two hours. Prerequisites: MUS 3072 with a minimum grade of "C" (2.0), and PSY 2212 or permission of the instructor. Music Therapy majors must be enrolled concurrently in MUS 3900.

## **MUS 3420. Music and Entertainment Industry (3).F.**

A core course for Music Industry Studies majors providing in-depth exploration of the music and entertainment industry. Course content will include publication, copyrighting, contract writing, production, broadcasting, management promotion and the legal environment within the arts. The course will include a detailed research paper and a music industry simulation project requiring two oral presentations. The course will also include guest lecturers from the industry and field trips. Lecture three hours. Prerequisite: MUS 1420.

## **MUS 3421. Music Marketing (2).F.**

Practical experience in the promotion of a local artist. Content includes: designing a marketing strategy for the Internet and print media, developing a marketing campaign including press releases, and obtaining radio airplay. Lecture one hour, laboratory two hours. Prerequisite: MUS 2445.

## **MUS 3422. Music Management (2).S.**

Practical experience managing a local artist. Content includes development of an identity statement, short-term and long-term goals, and a business plan. Lecture one hour, laboratory two hours. Prerequisite: MUS 2420.

## **MUS 3423. Legal Issues in the Music Industry (3).F.**

A study of the legal aspects of the music business with an emphasis on record contracts and music publishing issues, especially as they are impacted by the Internet and other technological innovations. Other content includes licensing, royalty calculations, producing and management contracts, and creation of an independent record label. Lecture three hours. Prerequisite: MUS 2420.

## **MUS 3424. Record Company Administration (2).F.**

This course will cover aspects of running a major and independent record label including publishing, legal issues, artist and repertoire

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(A&R), finance, recording and marketing. Students will participate in the operations of the ASU student-run label, Split Rail Records. Lecture one hour, laboratory two hours. Prerequisite: MUS 2420

**MUS 3425. Practicum in Record Company Administration (1).S.**

Students will receive practical experience managing the ASU student-run label Split Rail Records. Students will gain experience in publishing, legal issues, artist and repertoire (A&R), finance, recording, and/or marketing. Lecture one hour. Prerequisite MUS 3424 or permission of the instructor. May be repeated for a total credit of four semester hours.

**MUS 3426. Music Production and Recording II (3).S.**

Operational techniques for the recording studio including (1) studio operations and maintenance skills, (2) familiarity with modern multi-track equipment and (3) application of acoustics and psychoacoustics. Lecture three hours. Prerequisite: MUS 2426.

**MUS 3427. The Musician as Entrepreneur (3).S.**

This course complements traditional musical training with a practical blueprint for building a successful career in music. It is an experiential learning based course in which students will be involved in hands-on activities including recording in the studio, creating a website, and preparing a press kit. Additionally, this course will provide students with the necessary entrepreneurial skills to prepare them to self-manage their careers and to succeed in a variety of performance contexts.

**MUS 3500. Independent Study in Music (1-4).F;S.**

**MUS 3510. Honors Independent Study in Music (1-3).F;S.**

Special research or projects which the honors student in music will pursue in lieu of required courses in the music curriculum.

**MUS 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

**MUS 3530-3549. Selected Topics (1-4).F;S.**

Variable content which may be repeated for credit. Topics will include special areas of music theory, music literature, and music education.

**MUS 3611. Music History and Style III (2).F.**

*GEN ED: Historical Studies Designation; Liberal Studies Experience*

An examination of the development of Western notated music and musical style as revealed through studies of social influences, biographical figures, and notated musical scores from the mid-nineteenth century to the present.

**MUS 3631. Survey of Song Literature (2).S. Alternate years.**

This course is designated to gain a historical perspective of the "mainstream" song literature from the classical period to the present day, and to gain insight into each composer's style through listening and research. Prerequisites: MUS 2611 and MUS 2612. Voice majors only or permission of the instructor. This is a required course for performance majors in voice. Lecture two hours.

**MUS 3632. Opera History and Literature (2).F. Alternate years.**

Operatic development and literature from the Baroque to the present day. Representative works will be studied visually and aurally. Prerequisites: MUS 2611 and MUS 2612. Voice majors only or permission of the instructor. This is a required course for performance majors in voice. Lecture two hours.

**MUS 3661. Electronic Music (3). On Demand.**

A study of the principal concepts of sound generation and its reproduction utilizing a synthesizer. Included will be mixing, splicing, and the general use of magnetic tape recorders. Also the concept of digital sound will be explored utilizing a micro computer and a keyboard interface. Lecture and laboratory three hours.

**MUS 3900. Music Therapy Practicum (1-3).F;S.**

Supervised clinical experience in music therapy. Open only to Music Therapy majors. Prerequisites: MUS 2050 with a minimum grade of "B-" (2.7) and MUS 2051 with a minimum grade of "C" (2.0). May be repeated for credit.

**MUS 3901. Church Music Field Work (2).F;S.**

The student will be responsible for all or part of an established, professional music program in an organized church, subject to the approval of the professor. The professor and the supervising musician or pastor of the church will evaluate the student's work. Private or group conferences will be held with the professor, who will give guidance to the student. Prerequisite: MUS 3020. Graded on an

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S/U basis.

**MUS 3902. Music Teaching Practicum (1).F.**

Supervised field experience in general music education. Prerequisite: MUS 3037.

**MUS 3903. Music Education Practicum (1).F;S.**

Supervised field experience in instrumental or choral music education. Open only to Music Education majors. Prerequisites: successful completion of choral or instrumental music education proficiency requirements.

**MUS 4004. Organization and Philosophy of Church Music (2).F. Alternate years.**

Organizational principles of a comprehensive church music program, including a study of the philosophy of the art form of music as it relates to theological concepts. Lecture two hours.

**MUS 4030. Band Literature (1).F.**

A survey of band literature suitable for public school ensembles with special emphasis upon historical context and stylistic considerations. Extensive listening, score study, analysis, and research are required of the student. Lecture one hour, laboratory one hour. Prerequisite: MUS 2034.

**MUS 4035. Directed Study in Area Pedagogy and Literature (2-4).F;S.**

A survey of current philosophies, materials, techniques, and literature in the student's area of specialization and their application to teaching situations. Lecture two or three hours. Prerequisite: junior or senior standing or consent of the instructor.

**MUS 4050. Psychology of Music (3).F.**

Introduction to psychoacoustics; exploration of human affective, aesthetic, and physiological response to music; and introduction to research in music. Lecture and demonstration three hours.

**MUS 4060. Piano Improvisation for Music Therapy (1).F.**

An experiential exploration of the theory and practice of music improvisation in music therapy. Development of musical ideas, musical relationship, and musical freedom and flexibility with an emphasis on piano in dyadic context. Lecture one hour, laboratory one hour. Prerequisites: MUS 3060, MUS 3072, and 2 s.h. of MUS 3900, all with a minimum grade of "C" (2.0)

**MUS 4061. Clinical Group Improvisation (1).S.**

An experiential exploration of the theory and practice of clinical music improvisation within group context. Co-active development of musical ideas and both musical and verbal communication skills within a group context on a wide variety of instruments. Lecture one hour, laboratory one hour. Prerequisite: MUS 4060.

**MUS 4070. Quantitative Research in Music (2).F.**

An introduction to research in music, including basic design with application of inferential statistics. Development of skill in implementing, documenting, and interpreting experimental research in music. Lecture and demonstration two hours. Prerequisite: STT 2810 or STT 2820 or RES 4600. (WRITING)

**MUS 4071. Music Therapy in Health Care (2).S.**

Theory, research and clinical skills related to music therapy in medical settings and in palliative care. Exploration of new applications and specialized techniques. Lecture and demonstration two hours. Prerequisite: 2 s.h. of MUS 3900 with a minimum grade of "C" (2.0). Corequisite: Music Therapy majors must be enrolled concurrently in MUS 3900 or MUS 4800.

**MUS 4420. Issues in Music Technology (3).S.**

A project driven course on the implementation of computers and technology in the music industry. Topics include use of the Internet as a marketing tool, web-design, software used in the recording industry, codec compression schemes, and video production. Lecture three hours. Prerequisite: MUS 2420. For Music Industry Studies majors only or by permission of the instructor.

**MUS 4421. Technology for Musicians (2).SS.**

Technology for Musicians is a survey of contemporary technology used to compose, arrange, perform, record, and digitally distribute music. This course will prepare students, as prospective professional musicians, to use technology in a practical manner in their chosen career.

**MUS 4426. Advanced Audio Principles (3).F.**

In-depth study of professional analog and digital audio systems. Implementing and integrating linear and non-linear recording systems, digital signal processing, console automation and digital audio workstation environments. Lecture three hours. Prerequisite: MUS 3426.

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## **MUS 4427. Recording Studio Apprenticeship (2).F;S.**

Recording experiences designed to further the student's understanding of studio procedures and protocols, and to correspond with the activities of professional studio managers and sound engineers. Prerequisites: MUS 3420, MUS 3422, MUS 3426. Graded on an S/U basis.

## **MUS 4510. Honors Project in Music (1-3).F;S.**

Appropriate research for the senior honors students in music. May be repeated for a maximum of 3 s.h. credit.

## **MUS 4600. Analytical Techniques (3).F.**

The development of techniques for analysis of music from the Baroque through the Romantic period through counterpoint, melodic structure, harmony, and form. Lecture three hours. Prerequisite: MUS 2002 with a minimum grade of "C-" (1.7). [Dual-listed with MUS 5600.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

## **MUS 4602. Music Theory Pedagogy (3).S. Alternate years.**

A study of teaching techniques and current research in the field of music theory pedagogy. Students will review current texts, software, and teaching styles. Students will design and implement new pedagogical approaches through teaching demonstrations and curriculum development. Lecture three hours. Prerequisites: MUS 3002 with a minimum grade of "C-" [Dual-listed with MUS 5602] Dual-listed courses require senior standing; juniors may enroll with permission of program director.

## **MUS 4610. Marching Band Techniques (1).F.**

A study of the fundamentals of marching, drill design, show planning, rehearsal techniques and the administration of a public school marching band program. Lecture one hour.

## **MUS 4800. Clinical Research Project in Music Therapy (1).F;S.**

*GEN ED: Capstone Experience*

Supervised clinical research project in music therapy. Prerequisites: MUS 3070, MUS 3072, MUS 3900 (4 s.h.), and PSY 3100, with a minimum grade of "C" (2.0) in each. Music Therapy majors must earn a grade of "C" or better in this course in order to be eligible for MUS 4901 (Internship in Music Therapy).

## **MUS 4900. Internship in Music Industry Studies (12).F;S.**

*GEN ED: Capstone Experience*

The internship will be completed under the sponsorship of a music business that focuses on one of the following: music products, music recording, or music management and promotion. The prospective intern and the internship director will select the internship site. The intern will be in weekly contact with the director during the internship. Graded on an S/U basis.

## **MUS 4901. Internship in Music Therapy (0).F;S.**

A minimum of 1020 hours of supervised clinical experience in music therapy at an approved clinical training site. Prerequisites: completion of all other course requirements for the Bachelor of Music degree in Music Therapy. MUS 1037, MUS 1053, MUS 3060, MUS 3061, MUS 3070, MUS 3073, MUS 3900 (5 s.h.), MUS 4060, MUS 4061, MUS 4071, and MUS 4800 must be completed with a minimum grade of "C" (2.0) in each. Graded on an S/U basis.

## **Performing Groups (MUS)** All ensembles (MUS 1100-1139) may be repeated for credit.

### **MUS 1100. Marching Band (0-1).F.**

Marching Band is a performance-based course presenting musical artistry combined with complementary visual elements. The band performs at home football games, parades, pep rallies and represents the University at special ceremonies and events. Open to students with prior band experience. The band begins rehearsals one week prior to the opening of Fall semester. Rehearsal five hours, one dress rehearsal before each game. May be repeated for credit.

### **MUS 1101. Symphony Band (0-1).F;S.**

Membership is limited to wind and percussion players who demonstrate, in an audition, an appropriate level of musical achievement. This primarily includes music majors, although non-music majors are welcome to audition. Audition or permission of instructor required. Rehearsal four hours. May be repeated for credit.

### **MUS 1102. Wind Ensemble (0-1).F;S.**

Membership is limited to wind and percussion players who demonstrate, in an audition, a high level of musical achievement. This primarily includes music majors, although non-music majors are welcome to audition. Audition required. Rehearsal four hours. May be repeated for credit.

### **MUS 1103. Brass Choir (0-1).F;S.**

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The brass choir is limited in members to 25 and is augmented with a percussion section for various numbers. Rehearsal three hours. May be repeated for credit.

### **MUS 1104. Jazz Ensemble** (0-1).F;S.

This group is open to all students by audition. Emphasis is placed on developing a variety of popular music styles. Concerts are given on the campus and occasionally at schools off campus. Rehearsal three hours. May be repeated for credit.

### **MUS 1105. Appalachian Symphony Orchestra** (0-1).F;S.

The Appalachian Symphony Orchestra is open to all students who have attained a high level of ability and experience in playing an orchestral instrument. Emphasis is placed on securing good ensemble as well as the technical, dynamic and interpretive demands of the composition performed. An audition is required. The orchestra appears in concert several times during the year. Rehearsal three hours with additional sectional rehearsals. May be repeated for credit.

### **MUS 1106. Appalachian Philharmonia** (0-1).F;S.

The Appalachian Philharmonia is open to highly qualified students who have the ability to perform challenging repertoire under the demands of a professional-style rehearsal process. Faculty members and visiting professionals occasionally lead the individual orchestra sections in rehearsal and performance. Due to the small size of the ensemble, each musician must be prepared to play solo passages. The group appears in concert each semester. Rehearsal three hours. Prerequisite: permission of the instructor. May be repeated for credit.

### **MUS 1107. Small Ensembles** (0-1).F;S.

Small ensembles of mixed instruments are open to all qualified students upon audition. Rehearsal two hours. May be repeated for credit.

### **MUS 1108. University Singers** (0-1).F;S.

The singers accept students who read music and sing well. Auditions are open to all students. Emphasis is placed on fine choral literature of all periods, with particular emphasis given to the works of outstanding composers. Rehearsal three hours. May be repeated for credit.

### **MUS 1109. Appalachian Chorale** (0-1).F;S.

A non-auditioned mixed chorus open to all students and members of the community. Major choral works are the typical repertory. Rehearsal two hours. May be repeated for credit.

### **MUS 1110. Treble Choir** (0-1).F;S.

This organization is open by audition to all students capable of and interested in singing literature for soprano and alto voices. Rehearsal three hours. May be repeated for credit.

### **MUS 1111. ASU Glee Club** (0-1).F;S.

This organization is open to all students capable of and interested in singing literature for tenor, baritone and bass voices. Rehearsal three hours. May be repeated for credit.

### **MUS 1112. Chamber Singers** (0-1).F;S.

A select group usually consisting of 16 voices which specializes in the performance of chamber literature of all periods. Selection is based on audition. Rehearsal three hours. May be repeated for credit.

### **MUS 1113. Opera Workshop** (0-1).F;S.

A select group of singers who design, plan and execute a musical production each semester. Rehearsal three hours. May be repeated for credit.

### **MUS 1114. Piano Ensemble** (0-1).F;S.

Supervised study and performance of duo and four-hand piano literature. Rehearsal two hours. May be repeated for credit.

### **MUS 1115. Accompanying** (0-1).F;S.

Supervised study of accompanying vocal and instrumental solos. Rehearsal three hours. May be repeated for credit.

### **MUS 1116. Percussion Ensemble** (0-1).F;S.

The function of this ensemble is to introduce the student to the wide area of percussion ensemble literature and to give the student small ensemble experience in the principal area of performance. Rehearsal three hours. May be repeated for credit.

### **MUS 1117. Gospel Choir** (0-1).F;S.

A non-auditioned choral ensemble open to all members of the campus community. Literature performed is drawn from the African

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American religious experience and performances reflect that ethnic background. Rehearsal three hours. May be repeated for credit.

**MUS 1119. Flute Choir** (0-1).F;S.

Small ensemble for flutes. Permission of the instructor. Rehearsal two hours. May be repeated for credit.

**MUS 1120. Trombone Choir** (0-1).F;S.

Small ensemble for trombones. Permission of the instructor. Rehearsal two hours. May be repeated for credit.

**MUS 1121. Trumpet Choir** (0-1).F;S.

Small ensemble for trumpets. Permission of the instructor. Rehearsal two hours. May be repeated for credit.

**MUS 1122. Woodwind Ensemble** (0-1).F;S.

Small ensemble for woodwinds. Permission of the instructor. Rehearsal two hours. May be repeated for credit.

**MUS 1123. String Ensemble** (0-1).F;S.

Small ensemble for strings. Permission of the instructor. Rehearsal two hours. May be repeated for credit.

**MUS 1124. Guitar Ensemble** (0-1).F;S.

Small ensemble for guitars. Permission of the instructor. Rehearsal two hours. May be repeated for credit.

**MUS 1125. Pep Band** (0-1).S.

Small ensemble for winds and percussion. Performs at home basketball games. Permission of the instructor. May be repeated for credit.

**MUS 1126. Community Band** (0-1).F;S.

An instrumental ensemble of 50-60 players that is open to students, faculty, staff and members of the community. A concert is presented each semester. Rehearsal three hours. May be repeated for credit.

**MUS 1127. Concert Band** (0-1).S.

Membership is open to all students. Primarily comprised of non-music majors and music majors performing on secondary instruments, the Concert Band offers continued performance opportunities for those students who wish to keep music in their lives. Rehearsal three hours. May be repeated for credit.

**MUS 1128. Jazz Vocal Ensemble** (0-1).F;S.

This ensemble is open to all students by audition. Emphasis is placed on singing jazz and popular styles. Rehearsal three hours. May be repeated for credit.

**MUS 1129. Vocal Double Quartet** (0-1).F;S.

This ensemble is open to all male students by audition. Emphasis is placed on a cappella singing in popular styles. Rehearsal one hour. May be repeated for credit.

**MUS 1131. Tabla Ensemble** (0-1).F;S.

This ensemble is open to all students by audition. Emphasis is placed on table performance. Rehearsal one hour. May be repeated for credit.

**MUS 1132. Percussion Quartet** (0-1).F;S.

This ensemble is open to music majors by selection of instructor. Emphasis is placed on percussion performance. Rehearsal two hours. May be repeated for credit.

**MUS 1133. African Ensemble** (0-1).F;S.

This ensemble is open to all students by audition. Emphasis is placed on performance of African percussion music. Rehearsal one hour. May be repeated for credit.

**MUS 1134. Mid-East Ensemble** (0-1).F;S.

This ensemble is open to all students by audition. Emphasis is placed on performance of Mid-East percussion music. Rehearsal one hour. May be repeated for credit.

**MUS 1135. Steel Band** (0-1).F;S.

This ensemble is open to all students by audition. Emphasis is placed on steel drum performance. Rehearsal two hours. May be repeated for credit.

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**MUS 1136. Brass Quintet** (0-1).F;S.

This ensemble is open to music majors by audition. Emphasis is placed on brass quintet performance. Rehearsal one hour. May be repeated for credit.

**MUS 1137. Tuba Choir** (0-1).F;S.

This ensemble is open to all students by audition. Emphasis is placed on tuba ensemble performance. Rehearsal two hours. May be repeated for credit.

**MUS 1138. Collegium Musicum** (0-1).F;S.

This ensemble is open to music majors by audition. Participants study and perform music of the 16th through 18th centuries. Emphasis is placed on historical performance practice for music that is played, danced or sung. Rehearsal two hours. May be repeated for credit.

**MUS 1139. Appalachian Repertory Orchestra** (0-1).F;S.

The Appalachian Repertory Orchestra is open to all students who have ability and experience in playing any orchestral instrument. Participation requires permission of instructor. An audition may be necessary. Emphasis is placed on level-appropriate repertoire with the goal of securing good ensemble as well as the technical, dynamic and interpretive demands of the compositions performed. The orchestra appears in concert several times during the year. During the fall semester, the Repertory Orchestra will be a full orchestra; in the spring, the Repertory Orchestra becomes a string orchestra. Rehearsal three hours. May be repeated for credit.



# The Register

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## FACULTY REGISTER

**JOHN PARSONS ABBOTT** (1998)

*Professor and Librarian*

B.S., M.S., Colorado State University  
M.S.L.S., Florida State University

**TODD AARON ABEL** (2010)

*Assistant Professor in the Department of Mathematical Sciences*

B.S., King College  
M.S., Montana State University  
Ph.D., University of New Hampshire  
Graduate Faculty

**YALCIN ACIKGOZ** (2016)

*Assistant Professor in the Department of Psychology*

B.S., Turkish Military Academy  
M.A., Appalachian State University  
Ph.D., Middle East Technical University

**JENNIFER ACKLAND** (2016)

*Costume Shop Supervisor*

B.A., Appalachian State University

**MARIANNE ADAMS** (1984)

*Professor and Chair of the Department of Theatre and Dance*

B.S., M.A., Appalachian State University  
M.F.A., University of North Carolina at Greensboro  
Graduate Faculty

**MARYAM AHMED** (2010)

*Assistant Professor in the Department of Biology*

B.A., University of Virginia  
Ph.D., Wake Forest University  
Graduate Faculty

**PIA A. ALBINSSON** (2009)

*Assistant Professor in the Department of Marketing*

B.B.A., M.B.A., Ph.D., New Mexico State University

**BENJAMIN E. ALEXANDER-EITZMAN** (2009)

*Assistant Professor in the Department of Social Work*

B.A., The Colorado College  
M.S.W., The University of North Carolina at Chapel Hill  
Ph.D., Washington University  
Graduate Faculty

**JONATHAN ALLEN** (2008)

*Adjunct Lecturer in the Department of Finance, Banking and Insurance*

B.S., University of Mississippi  
M.S., Wake Forest University

**PATRICIA ELAINE ALLEN** (1990)

*Professor in the Department of Physics and Astronomy*

B.S., St. Joseph's University  
Ph.D., Iowa State University  
Graduate Faculty

**JOSEPH LEWIS AMAYA** (1989)

*Professor in the Hayes School of Music*

B.S., State University of New York at Potsdam  
M.M., D.M., Florida State University  
Graduate Faculty

**LAURA LEE AMMON** (2010)

*Assistant Professor and Faculty Fellow in the Department of Philosophy and Religion*

B.A., Webster University  
M.A., University of Chicago  
Ph.D., Claremont Graduate University  
Graduate Faculty

**CYNTHIA M. ANDERSON** (2013)

*Aeschleman Distinguished Professor in the Department of Psychology*

B.A., Hood College  
M.A., Ph.D., West Virginia University  
Graduate Faculty

**JAMIE ANDERSON-PARSON** (2012)

*Assistant Professor in the Department of Finance, Banking and Insurance*

B.S., Nebraska Wesleyan University  
J.D., University of Nebraska-Lincoln College of Law

**STELLA E. ANDERSON** (1992)

*Professor in the Department of Management*

B.A., North Carolina State University  
Ph.D., Purdue University  
Graduate Faculty

**TERRY GAYLE ANDERSON** (1989)

*Associate Professor in the Department of Mathematical Sciences*

B.S., M.S., University of Kentucky  
Ph.D., University of Tennessee, Knoxville

**WILLIAM PAUL ANDERSON, JR.**

(2004)

*Professor and Chair of the Department of Geology*

B.C.E., B.S., University of Dayton  
M.S., University of Maine  
Ph.D., North Carolina State University  
Graduate Faculty

**ROMA BOWEN ANGEL** (2002)

*Professor in the Department of Leadership and Educational Studies*

B.A., Meredith College  
M.A., Wake Forest University  
Ed.D., University of North Carolina at Greensboro  
Graduate Faculty

**GREGORY ANOUFRIEV** (2010)

*Clinical Assistant Professor in the Department of Health and Exercise Science*

M.D., Riga Medical University (Riga, Latvia)

**PHILLIP J. ARDOIN** (2003)

*Professor and Chair of the Department of Government and Justice Studies*

B.A., Marymount University  
M.A., Ph.D., Louisiana State University  
Graduate Faculty

**A. BAILEY AREND** (2016)

*Visiting Associate Professor*  
M.F.A., Regent University

**ALAN TODD ARNHOLT** (1993)

*Professor in the Department of Mathematical Sciences*

B.S., U.S. Military Academy, West Point  
M.S., Ph.D., University of Northern Colorado  
Graduate Faculty

**JOHN ARROWOOD** (2016)

*Lecturer in the Department of Nutrition and Health Care Management*

M.S., Winthrop University

# The Register

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**KELLIE REED ASHCRAFT** (1997)

*Associate Professor in the Department of Social Work and Director of the MSW Program*

B.S., Central Michigan University  
M.S.W., Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**DALE ATKINS** (2016)

*Chair of the Department of Recreation Management and Physical Education*

B.A., Morehead State University  
M.A., The Southern Baptist Theological Seminary  
M.S., Eastern Kentucky University  
Ph.D., Indiana University

**LAUREN ELIZABETH ATKINS** (2009)

*Assistant Professor in the Department of Theatre and Dance*

B.F.A., University of Utah  
M.A., Appalachian State University  
M.F.A., The Ohio State University

**C. WILLIAM ATKINSON** (1992)

*Professor in the Department of English*

B.A., University of Oxford  
M.A., Clemson University  
Ph.D., Emory University  
Graduate Faculty

**HIU-WAH AU** (2008)

*Associate Professor in the Hayes School of Music*

B.A., Chinese University of Hong Kong  
M.M., Ph.D., Eastman School of Music

**MELANIE DAWN AUSTIN** (2000)

*Senior Lecturer in the Department of Health and Exercise Science*

B.S., M.S., Appalachian State University

**FRANK ALLEN AYCOCK** (1987)

*Professor in the Department of Communication*

B.A., The University of Alabama (Tuscaloosa)  
M.A., Auburn University  
Ph.D., University of Tennessee, Knoxville

**CAROL M. BABYAK** (2005)

*Associate Professor in the Department of Chemistry*

B.S., St. Vincent College  
Ph.D., West Virginia University  
Graduate Faculty

**PENELOPE L. BAGLEY** (2010)

*Assistant Professor in the Department of Accounting*

B.S., M.A., North Carolina State University  
Ph.D., University of Georgia  
Graduate Faculty

**WILLIAM M. BAKER** (1991)

*Professor in the Department of Accounting*

B.S., M.A., University of Tennessee, Knoxville  
Ph.D., Virginia Tech  
CMA, CCE, CCA  
Graduate Faculty

**KRISTIN LANAE BALL** (2014)

*Assistant Professor in the Department of Nutrition and Health Care Management*

B.A., Wheaton College  
M.S., Meredith College  
Ph.D., University of North Carolina at Greensboro

**MARY E. BALLARD** (1991)

*Professor in the Department of Psychology*

B.S., M.S., Eastern Kentucky University  
Ph.D., West Virginia University  
Graduate Faculty

**SANDRA L. BALLARD** (2000)

*Professor in the Department of English and Editor of The Appalachian Journal*

B.A., Appalachian State University  
M.A., Ph.D., University of Tennessee, Knoxville  
Graduate Faculty

**IRINA Y. BARCLAY** (2003)

*Professor in the Department of Languages, Literatures, and Cultures (Russian)*

B.S., M.S., Ph.D., Tver State University (Russia)

**NANCY E. BARGERSTOCK** (1999)

*Professor in the Hayes School of Music*

B.M., M.M., The Juilliard School of Music  
D.M.A., University of North Carolina at Greensboro  
Graduate Faculty

**LIEUTENANT COLONEL WILLIAM BARLEY** (2016)

*Chair in the Department of Military Science and Leadership*

B.S. University of Tennessee  
M.A. Webster University

**EDWIN FRANKLIN BARRY** (2003)

*Associate Professor in the Department of Computer Science*

B.A., Wake Forest University  
M.S., Duke University  
Graduate Faculty

**CHRISTOPHER JOHN BARTEL** (2007)

*Associate Professor in the Department of Philosophy and Religion*

B.M., Berklee College of Music  
M.A., University of Bristol (UK)  
Ph.D., King's College, University of London  
Graduate Faculty

**M. MARGARET BARTH** (2016)

*Professor and Chair in the Department of Nutrition and Health Care Management*

Ph.D., University of Illinois

**LEROY G. BARUTH** (1988)

*Professor and Chair of the Department of Human Development and Psychological Counseling*

B.S., M.S., Mankato State University  
Ed.D., University of Arizona  
Graduate Faculty

**JOSEPH RICHARD BATHANTI** (2001)

*Professor in the Department of English and Poet Laureate of North Carolina*

B.A., M.A., University of Pittsburgh  
M.F.A., Warren Wilson College  
Graduate Faculty

**REBECCA ANN BATTISTA** (2009)

*Associate Professor in the Department of Health and Exercise Science*

B.S., Lock Haven Univ. of Pennsylvania  
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M.S., Indiana University Bloomington  
Ph.D., Michigan State University  
Graduate Faculty

**WILLIAM CHARLES BAULDRY** (1986)

*Professor in the Department of Mathematical Sciences*

B.S., M.A., Central Michigan University  
M.S., Ph.D., The Ohio State University  
Graduate Faculty

**DORIS G. BAZZINI** (1993)

*Professor in the Department of Psychology*

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# The Register

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**HALL P. BECK, JR.** (1985)

*Professor in the Department of Psychology*

B.A., M.A., East Carolina University  
Ph.D., University of North Carolina at Greensboro  
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**KIM ELIZABETH BECNEL** (2010)

*Assistant Professor in the Department of Leadership and Educational Studies*

B.A., University of Louisiana at Lafayette  
M.A., Univ. of Southern Mississippi  
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Graduate Faculty

**JON PRITCHARD BEEBE** (1986)

*Professor in the Hayes School of Music*

B.A., M.M., University of Nevada  
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Graduate Faculty

**EDWARD JOSEPH BEHREND-MARTINEZ** (2003)

*Professor in the Department of History*

B.A., M.A., University of Wisconsin-Milwaukee  
Ph.D., University of Illinois-Chicago  
Graduate Faculty

**MICHAEL C. BEHRENT** (2008)

*Assistant Professor in the Department of History*

B.A., Brown University  
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**JOBY RAY BELL** (2004)

*Associate Professor in the Hayes School of Music*

B.M., Appalachian State University  
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**ANDREW BELLEMER** (2014)

*Assistant Professor in the Department of Biology*

B.S., University of Massachusetts  
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**MARY ELIZABETH BELLOWS** (2013)

*Assistant Professor in the Department of Curriculum and Instruction*

B.S., Stephen F. Austin State University  
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**NICOLE S. BENNETT** (2003)

*Associate Professor in the Department of Chemistry*

B.S., The University of North Carolina at Chapel Hill  
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**MARK BENTLEY** (2014)

*Lecturer and Director of Forensics in the Department of Communication*

B.A., Cedarville University  
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**ELI BENTOR** (1996)

*Professor in the Department of Art*

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**JACQUELINE Z. BERGMAN** (2006)

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B.A., Dickinson College  
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**SHAWN M. BERGMAN** (2008)

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**JEAN BERNARD** (2016)

*Assistant Professor in the Department of Nursing*

B.S.N., University of North Carolina at Greensboro  
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**FEDERIGA BINDI** (2016)

*Dan German Distinguished Visiting Professor in the Department of Government and Justice Studies*

M.A., University of Florence  
Ph.D., European University Institute

**ANTONIO T. BLY** (2007)

*Associate Professor in the Department of History*

B.A., Norfolk State University  
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**JOSEPH A. BOITNOTTE** (2014)

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B.S., M.A., Appalachian State University

**MARY ANN BOLICK** (2002)

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**LESLIE BOLT** (2008)

*Associate Professor in the Department of Leadership and Educational Studies*

B.S., M.S., Virginia Tech  
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Graduate Faculty

**JEFFREY LAWRENCE BORTZ** (1989)

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Graduate Faculty

**MICHAEL JOSEPH BOSSÉ** (2012)

*Professor in the Department of Mathematical Sciences*

B.S., M.S., Southern Connecticut State University  
Ph.D., University of Connecticut  
Graduate Faculty

**DAWN C. BOTTS** (2007)

*Associate Professor and Interim Chair of the Department of Communication Sciences and Disorders; Graduate Program Coordinator; and Director of the Communication Disorders Clinic*

B.S., Mississippi University for Women  
M.A., University of Tulsa  
Ed.D., Delta State University  
Graduate Faculty

## The Register

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**BRYAN SCOTT BOUBOULIS** (2012)  
*Lecturer in the Department of Finance,  
Banking and Insurance*  
B.S.B.A., M.B.A., Appalachian State  
University

**ERIN D. BOULDIN** (2016)  
*Assistant Professor in the Department of  
Health and Exercise Science*  
B.S., University of Florida  
M.P.H., University of Florida  
Ph.D., University of Washington

**UNAL O. BOYA** (1988)  
*Professor in the Department of  
Marketing*  
B.S., Middle East Technical University,  
Turkey  
Ph.D., The University of North  
Carolina at Chapel Hill

**JOHN DALE BOYD** (1995)  
*Associate Professor and Librarian*  
B.A., Metropolitan State College of  
Denver  
M.L.S., Kent State University  
Ed.S., Appalachian State University

**GARY RICE BOYE** (2000)  
*Professor and Librarian*  
B.M., M.A., University of Georgia  
M.S.L.S., The University of North  
Carolina at Chapel Hill  
Ph.D., Duke University  
Graduate Faculty

**HUNTER REED BOYLAN** (1980)  
*Professor in the Department of  
Leadership and Educational Studies  
and Director of the National Center for  
Developmental Education*  
B.A., Miami University  
M.Ed., Temple University  
Ph.D., Bowling Green State  
University  
Graduate Faculty

**DANA BRACKNEY** (2010)  
*Lecturer in the Department of Nursing  
and Lab Director*  
B.S.N., Rush University  
M.S.N., The University of North  
Carolina at Chapel Hill  
Ph.D., East Tennessee State  
University

**KENNARD S. BRACKNEY** (2003)  
*Professor in the Department of  
Accounting*  
B.S.B.A., M.S., Old Dominion University  
Ph.D., The University of North  
Carolina at Chapel Hill  
Graduate Faculty

**LESLIE U. BRADBURY** (2006)  
*Associate Professor in the Department  
of Curriculum and Instruction*  
B.S., James Madison University  
MA.Ed., East Carolina University  
Ph.D., University of Georgia  
Graduate Faculty

**MARK DANIEL BRADBURY** (2005)  
*Associate Professor in the Department  
of Government and Justice Studies*  
B.A., Rhode Island College  
M.P.A., Ph.D., University of Georgia  
Graduate Faculty

**SUZANNA L. BRÄUER** (2008)  
*Associate Professor in the Department  
of Biology*  
B.S., Evergreen State College  
B.A., Swarthmore College  
Ph.D., Cornell University  
Graduate Faculty

**DENISE MARIE STROMSKI BREWER**  
(2004)  
*Associate Professor in the Department  
of Family and Consumer Sciences*  
B.S., Appalachian State University  
M.Ed., The University of North  
Carolina at Chapel Hill  
Ph.D., University of North Carolina  
at Charlotte  
Graduate Faculty

**EDWARD CLINE BREWER** (2007)  
*Professor in the Department of  
Communication*  
B.A., Maryville College  
M.Div., Southern Baptist Theological  
Seminary (Louisville, KY)  
Ph.D., Bowling Green State  
University  
Graduate Faculty

**WILLIAM DEAN BREWER** (1987)  
*Professor in the Department of English*  
A.B., Harvard University  
M.A., Ph.D., University of Virginia  
Graduate Faculty

**MELISSA BRIGHT** (2015)  
*Clinical Educator and Adjunct Instructor  
in the Department of Communication  
Sciences and Disorders*  
B.A., East Tennessee State University  
M.S., Appalachian State University

**MICHAEL MARSHALL BRILEY** (2011)  
*Professor and Chair of the Department  
of Physics and Astronomy*  
B.S., The Ohio State University  
M.S., Ph.D., University of Maryland  
College Park  
Graduate Faculty

**LAURA LEIGH BRITAIN** (2008)  
*Lecturer in the Department of  
Communication*  
A.A., Art Institute of Atlanta  
B.S., Gardner-Webb University  
M.A., Syracuse University

**JOSHUA J. BROMAN-FULKS** (2005)  
*Associate Professor in the Department  
of Psychology*  
B.A., University of South Carolina  
M.A., Ph.D., University of Southern  
Mississippi  
Graduate Faculty

**DONNA M. BROWN** (1989)  
*Clinical Educator in the Department of  
Communication Sciences and Disorders*  
B.S., West Virginia University  
M.S., University of Southwestern  
Louisiana

**HERBERT F. BROWN** (2007)  
*Professor in the Department of  
Curriculum and Instruction*  
B.S., M.S., Ph.D., Virginia Tech  
Graduate Faculty

**ROBERT N. BROWN** (2002)  
*Associate Professor in the Department  
of Geography and Planning*  
A.B., University of Georgia  
M.A., Appalachian State University  
Ph.D., Louisiana State University  
Graduate Faculty

**GRETA R. BROWNING** (2007)  
*Assistant Professor and Librarian*  
A.B., Washington University  
M.A., North Carolina State University  
M.L.S., North Carolina Central  
University



## The Register

---

**JUDKIN J. BROWNING** (2006)

*Associate Professor in the Department of History*

B.A., Florida State University  
M.A., North Carolina State University  
Ph.D., University of Georgia  
Graduate Faculty

**DAVID MICHAEL BRUNER** (2008)

*Associate Professor in the Department of Economics*

B.S., Virginia Tech  
M.A. Univ. of Tennessee, Knoxville  
Ph.D., University of Calgary

**MÉLISSE BRUNET** (2016)

*Assistant Professor in the Hayes School of Music, Director of Orchestral Activities*

B.M., La Sorbonne-Paris  
M.M. Paris Conservatoire  
D.M.A., University of Michigan

**JAMES ALLEN BRYANT, JR.** (2005)

*Associate Professor in the Department of Curriculum and Instruction*

B.A., The University of North Carolina at Chapel Hill  
M.A., College of William and Mary  
Ph.D., University of North Dakota

**BRIAN BULLA** (2016)

*Assistant Professor in the Department of Government and Justice Studies*

B.A., Mars Hill College  
M.P.A., North Carolina State University  
Ph.D., North Carolina State University

**BIRSEN BULMUŞ** (2008)

*Associate Professor in the Department of History*

B.A., Hacettepe University (Turkey)  
M.A., Bilkent University (Turkey)  
M.A., Binghamton University  
Ph.D., Georgetown University  
Graduate Faculty

**BRIAN J. BURKE** (2014)

*Assistant Professor in the Department of Sustainable Development*

B.A., Williams College  
M.A., Ph.D., University of Arizona

**ANDREA A. BURNS** (2009)

*Assistant Professor in the Department of History*

B.A., Michigan State University  
M.A., Ph.D., University of Minnesota  
Graduate Faculty

**JENNIFER LEIGH BURRIS** (2010)

*Associate Professor in the Department of Physics and Astronomy*

B.S., The University of North Carolina at Chapel Hill  
M.S., Ph.D., Colorado State Univ.  
Graduate Faculty

**TIMOTHY HUNTER BURWELL** (1986)

*Vice Provost for Resource Management, Office of Academic Affairs; and Professor in the Department of Computer Information Systems*

B.A., Wofford College  
M.S., Ph.D., Clemson University

**ROBIN T. BYERLY** (1997)

*Associate Professor in the Department of Management*

B.A., M.B.A., Tennessee Technological University  
Ph.D., Florida State University

**ANTHONY GERARD CALAMAI** (2000)

*Dean of the College of Arts and Sciences and Professor in the Department of Physics and Astronomy*

B.S., Stockton State College  
M.S., Ph.D., North Carolina State University

**CRAIG H. CALDWELL, III** (2012)

*Assistant Professor in the Department of History*

B.A., Furman University  
M.A., Ph.D., Princeton University  
Graduate Faculty

**KAREN L. CALDWELL** (2000)

*Professor in the Department of Human Development and Psychological Counseling*

B.A., Mars Hill College  
M.Div., Southeastern Baptist Theological Seminary  
Ph.D., Virginia Tech  
Graduate Faculty

**KARL EDWARD CAMPBELL** (1997)

*Associate Professor in the Department of History*

B.A., Warren Wilson College  
M.A., Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**GERMÁN CAMPOS-MUÑOZ** (2014)

*Assistant Professor in the Department of English*

B.A., Pontificia Universidad Católica del Perú  
M.A., Ph.D., Pennsylvania State University  
Graduate Faculty

**BAŞAK ÇANDAR** (2014)

*Assistant Professor in the Department of English*

B.A., Macalester College  
Ph.D., University of Michigan  
Graduate Faculty

**JERRY P. CANTWELL** (2005)

*Senior Lecturer in the Department of Recreation Management and Physical Education*

B.S., M.S., Appalachian State University

**WILL H. CANU** (2007)

*Associate Professor in the Department of Psychology*

B.A., Davidson College  
M.S., Ph.D., The University of Texas  
Graduate Faculty

**ANTHONY GENE CAREY** (2008)

*Vice Provost for Faculty Development, Office of Academic Affairs; and Professor in the Department of History*

B.A., Central College of Iowa  
M.A., Kent State University  
Ph.D., Emory University

**SARAH KATHERINE CARMICHAEL**

(2007)

*Assistant Professor in the Department of Geology*

B.A., Smith College  
M.A., Ph.D., Johns Hopkins Univ.  
Graduate Faculty

**TERESA D. CARNEVALE** (2011)

*Instructor in the Department of Nursing*

B.S.N., Winston-Salem State University  
M.S.N., University of North Carolina at Greensboro

**ELLEN STAHL CARPENTER** (1994)

*Associate Professor and Chair of the Department of Family and Consumer Sciences*

B.A., Milligan College  
M.Ed., East Tennessee State University  
Ph.D., Purdue University  
Graduate Faculty

# The Register

---

**ELIZABETH L. CARROLL** (2002)

*Associate Professor in the Department of English and Director of the University Writing Center*

B.A., Appalachian State University  
M.A., University of Vermont  
Ph.D., University of North Carolina at Greensboro  
Graduate Faculty

**CLAUDIA PATRICIA CARTAYA-MARIN** (1986)

*Professor and Chair of the Department of Chemistry*

B.S., Simon Bolivar University  
M.S., Northeastern University  
Ph.D., Brandeis University

**GABRIELE M. CASALE** (2012)

*Assistant Professor in the Department of Geology*

B.A., University of Minnesota  
M.S., Ph.D., University of Washington

**DANIEL BRUCE CATON** (1984)

*Professor in the Department of Physics and Astronomy*

B.A., M.A., University of South Florida  
Ph.D., University of Florida  
Graduate Faculty

**JOSEPH CAZIER** (2004)

*Associate Professor in the Department of Computer Information Systems*

B.S., Washington State Univ., Richland  
M.B.A., Brigham Young University  
Ph.D., Arizona State Univ., Tempe  
Graduate Faculty

**JENNIFER PERRY CECILE** (2007)

*Assistant Professor in the Department of Chemistry*

B.S., Winthrop University  
Ph.D., Duke University

**SUSHMITA CHATTERJEE** (2011)

*Assistant Professor in the Department of Cultural, Gender and Global Studies and in the Department of Government and Justice Studies*

B.A., M.A., Presidency College (India), University of Calcutta  
M.A., Ph.D., Pennsylvania State University  
Graduate Faculty

**AFTYNNE CHEEK** (2016)

*Assistant Professor in the Department of Reading Education and Special Education*

B.A., University of North Carolina at Chapel Hill  
M.Ed., North Carolina Agricultural and Technical State University  
Ph.D., University of North Carolina at Greensboro

**NDREA LYNNE CHEESEMAN** (2009)

*Associate Professor in the Hayes School of Music*

B.M., Ithaca College  
M.M., D.M.A., Michigan State Univ.  
Graduate Faculty

**CHIEN-HUNG CHEN (CHARLIE)** (2003)

*Professor in the Department of Computer Information Systems*

B.S., Tamsui Oxford College  
M.S., Fairleigh Dickinson University  
M.B.A., American Graduate School of International Management  
Ph.D., Claremont Graduate Univ.  
Graduate Faculty

**ZHIYUAN CHEN** (1996)

*Professor in the Department of Languages, Literatures, and Cultures (Spanish)*

B.A., Beijing Foreign Studies University, Beijing, China  
Post-B.A., National Univ. of Mexico  
M.A., National Anthropologic Institute of Mexico  
B.A., National Cultural Administration Institute of China, Beijing, China  
M.A., Ph.D., University of Minnesota, Twin Cities Campus  
Graduate Faculty

**AMELIA W. CHENEY** (2006)

*Associate Professor in the Department of Leadership and Educational Studies*

B.A., M.A., Wake Forest University  
Ed.D., Appalachian State University  
Graduate Faculty

**ROBERT LEE CHERRY, JR.** (1982)

*Professor in the Department of Finance, Banking and Insurance*

A.B., M.B.A., The University of North Carolina at Chapel Hill  
J.D., Wake Forest University

**TODD LINTON CHERRY** (2001)

*Professor in the Department of Economics*

B.S.B.A., Appalachian State University  
M.A., University of North Carolina at Greensboro  
Ph.D., University of Wyoming

**RICHARD W. CHRISTIANA** (2014)

*Assistant Professor in the Department of Health and Exercise Science*

B.S., State University of New York at Binghamton  
M.A., State University of New York at Albany  
Ph.D. University of Georgia  
Graduate Faculty

**ANN-MARIE CLARK** (2002)

*Associate Professor in the Department of Curriculum and Instruction*

B.S., University of Missouri-Columbia  
M.A., University of Kentucky  
Ph.D., University of Illinois at Urbana-Champaign  
Graduate Faculty

**CATHERINE R. CLARK** (1997)

*Associate Professor in the Department of Human Development and Psychological Counseling*

B.S., M.S., Ed.D., Indiana University  
Graduate Faculty

**J. DANA CLARK** (1991)

*Professor in the Department of Management and Director of the Hospitality and Tourism Management Program*

B.A., M.B.A., University of Georgia  
Ph.D., Virginia Tech  
Graduate Faculty

**JOHN CLARK** (2013)

*Practitioner in Residence in the Department of Sustainable Technology and the Built Environment.*

B.S., Clemson University  
M.S., Clemson University

**JUDSON SIDNEY CLEMENTS** (1988)

*Professor in the Department of Physics and Astronomy*

B.S., Texas Technical University  
M.S., Ph.D., Florida State University  
Graduate Faculty



# The Register

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**TAMMATHA ALTIZER CLODFELTER**

(2011)  
*Assistant Professor in the Department of Government and Justice Studies*  
B.S., Marshall University  
M.S., Ph.D., University of North Carolina at Charlotte

**KRISTAN M. COCKERILL** (2006)

*Assistant Professor in the Department of Cultural, Gender and Global Studies*  
B.A., M.S., University of Illinois  
Ph.D., University of New Mexico  
Graduate Faculty

**BETTY SMITH COFFEY** (1992)

*Professor in the Department of Management*  
B.A., Berea College  
M.A., The University of Alabama at Birmingham  
M.B.A., M.H.A., Xavier University  
Ph.D., Univ. of Tennessee, Knoxville  
Graduate Faculty

**TONYA SHEA COFFEY** (2004)

*Associate Professor in the Department of Physics and Astronomy*  
B.S., M.S., Ph.D., North Carolina State University  
Graduate Faculty

**SETH DANIEL COHEN** (2010)

*Director of Fermentation Sciences and Research Assistant Professor in the College of Arts and Sciences*  
B.S., University of Rhode Island  
M.S., Ph.D., Oregon State University

**JEFFREY D. COLBY** (2003)

*Professor in the Department of Geography and Planning*  
B.S., University of Florida  
M.A., Ph.D., University of Colorado  
Graduate Faculty

**SUSAN A. COLBY** (2003)

*Professor and Interim Chair of the Department of Curriculum and Instruction*  
B.S., University of Minnesota  
M.A., University of Colorado  
Ed.D., East Carolina University  
Graduate Faculty

**KELLY J. COLE** (2016)

*Professor and Chair in the Department of Health and Exercise Science*  
B.S., University of Wisconsin-Madison  
M.S., University of Wisconsin-Madison  
Ph.D., University of Wisconsin-Madison

**KARALEE COLE** (2016)

*Clinical Educator and Adjunct Instructor in the Department of Communication Sciences and Disorders*  
B.S., University of Iowa  
M.A., University of Iowa

**SCOTT R. COLLIER** (2009)

*Associate Professor in the Department of Health and Exercise Science*  
B.S., State University of New York at Cortland  
M.S., Ph.D., Syracuse University  
Graduate Faculty

**BRAD RICHARD CONRAD** (2010)

*Assistant Professor in the Department of Physics and Astronomy*  
B.S., Rochester Institute of Technology  
M.S., Ph.D., University of Maryland, College Park  
Graduate Faculty

**EUGENIA CECELIA CONWAY** (1987)

*Professor in the Department of English*  
A.B., M.A., Duke University  
Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**LESLIE SUSAN COOK** (2008)

*Associate Professor in the Department of English*  
B.A., University of Georgia  
M.S., Univ. of Tennessee, Knoxville  
Ph.D., University of Georgia  
Graduate Faculty

**WILLIAM JEFFREY COOK** (2009)

*Assistant Professor in the Department of Mathematical Sciences*  
B.S., Bob Jones University  
M.S., Ph.D., North Carolina State University  
Graduate Faculty

**DONALD COREY** (2006)

*Associate Professor in the Department of Technology and Environmental Design*  
Bachelor of Industrial Design, Auburn University  
Master of Industrial Design, North Carolina State University

**JOHN K. CORLEY** (2009)

*Assistant Professor in the Department of Computer Information Systems and Supply Chain Management*  
B.I.S., University of Georgia  
M.B.A., Augusta State University  
Ph.D., Auburn University  
Graduate Faculty

**ELLEN ANNE COWAN** (1988)

*Professor in the Department of Geology*  
B.A., Albion College  
M.S., Ph.D., Northern Illinois University  
Graduate Faculty

**VICTORIA KATHLEEN COX** (2001)

*Professor in the Department of Languages, Literatures, and Cultures (Spanish)*  
B.A., Goucher College  
M.A., Georgetown University  
M.A., Queens College  
Ph.D., University of Maryland  
Graduate Faculty

**JOHN R. CRAFT** (1989)

*Professor in the Department of Technology and Environmental Design*  
A.A., Sandhills Community College  
B.S., M.A., Appalachian State University  
Ed.D., North Carolina State University  
Graduate Faculty

**ELIZABETH ELLEN CRAMER** (1995)

*Professor and Librarian*  
B.A., University of Colorado  
M.L.S., Kent State University  
M.A., Ed.D., Appalachian State University

**ROBERT PAYSON CREED, JR.** (1996)

*Professor in the Department of Biology*  
B.S., The University of North Carolina at Chapel Hill  
Ph.D., Michigan State University  
Graduate Faculty

## The Register

---

**ANNA MIRA CREMALDI** (2011)

*Assistant Professor in the Department of Philosophy and Religion*

B.A., Carleton College

Ph.D., University of Pennsylvania

**RICHARD J. CREPEAU** (1998)

*Associate Professor in the Department of Geography and Planning*

B.A., University of California, San Diego

Ph.D., University of California, Irvine  
Graduate Faculty

**DEBORAH ANN CROCKER** (1995)

*Professor in the Department of Mathematical Sciences*

B.S., M.A., Ed.S., Appalachian State University

Ph.D., The Ohio State University  
Graduate Faculty

**MATTHEW B. CULPEPPER** (2014)

*Laboratory Instructor in the Department of Chemistry*

B.S., Missouri State University

Ph.D., University of Kansas

**MEGAN A. CULPEPPER** (2014)

*Assistant Professor in the Department of Chemistry*

B.S., University of North Carolina at Wilmington

Ph.D., University of Kansas

**SHARON A. CUMBIE** (2010)

*Associate Professor in the Department of Nursing*

B.S.N., M.S.N., Medical College of Georgia

Ph.D., University of Colorado

**CHRISTOPHER M. CURTIN** (2000)

*Associate Professor in the Department of Art*

B.F.A., Georgia State University

M.F.A., The Univ. of Texas at Austin

**LISA (GRIZZARD) CURTIN** (1996)

*Professor in the Department of Psychology*

B.S., Florida State University

M.S., University of Central Florida

Ph.D., Virginia Tech

Graduate Faculty

**MICHAEL WILLIAM DALE** (1988)

*Professor in the Department of Leadership and Educational Studies*

B.S., M.A.T., The University of North Carolina at Chapel Hill

Ph.D., Univ. of Wisconsin-Madison

**JENNIFER COCHRAN DALTON** (2011)

*Assistant Professor in the Department of Communication Sciences and Disorders*

B.S., Kent State University

M.A., Appalachian State University

Ph.D., The University of North Carolina at Chapel Hill

Graduate Faculty

**JOSEPH P. DALY** (1989)

*Professor in the Department of Management*

B.A., Columbia University

M.P.S., Cornell University

Ph.D., Northwestern University

Graduate Faculty

**NEEL DAS** (2007)

*Associate Professor in the Department of Marketing*

B.Com., St. Xavier's College, India

M.Com., University of Calcutta, India

PGDBM, Indian Institute of Social Welfare and Business Management

Ph.D., Louisiana State University

**EMILY DAUGHTRIDGE** (2005)

*Associate Professor in the Department of Theatre and Dance*

B.A., B.F.A., University of North Carolina at Greensboro

M.F.A., The Ohio State University

**DINESH S. DAVÉ** (1988)

*Interim Chair in the Department of Computer Information Systems*

B.S., M.S., Ph.D., Gujarat University

M.S., West Virginia College of Graduate Studies

Graduate Faculty

**DEREK SAMUEL DAVIDSON** (2010)

*Lecturer in the Department of Theatre and Dance*

B.F.A., Florida State University

M.A., Miami University

Ph.D., University of Washington

**BRIAN F. DAVIES** (2016)

*Chair in the Department of Applied Design*

B.S., Cornell University

M.S., Cornell University

**CYNTHIA GEOUGE DAVIS** (2008)

*Lecturer in the Department of Nursing*

B.S.N., M.S.N., University of North Carolina at Greensboro

**HARRY McLEMORE DAVIS** (1977)

*Professor in the Department of Finance, Banking and Insurance and Holder of the North Carolina Bankers Association Professorship*

A.B., The University of North Carolina at Chapel Hill

M.A., Vanderbilt University

Ph.D., University of Georgia

Graduate Faculty

**JEWEL DAVIS** (2013)

*Assistant Professor and Librarian*

B.A., M.A.T., University of North Carolina at Chapel Hill

M.L.I.S., University of North Carolina at Greensboro

**KELLY DAVIS** (2012)

*Assistant Professor in the Department of Communication*

B.A., Minnesota State University

M.A., University of California, Berkeley

Ph.D., The University of North Carolina at Chapel Hill

**ELIZABETH LYNN DAVISON** (1997)

*Professor in the Department of Sociology*

B.A., St. Andrews Presbyterian College

M.S., Ph.D., North Carolina State University

**JOHN WILLIAM DAWSON** (2000)

*Associate Professor in the Department of Economics*

B.S., East Carolina University

M.A., Ph.D., North Carolina State University

**JACOB CARL DAY** (2012)

*Assistant Professor in the Department of Sociology*

B.S., Oregon State University

M.S., Ph.D., North Carolina State University

**CHRystal O. DEAN** (2008)

*Associate Professor in the Department of Curriculum and Instruction*

B.S., M.A., Appalachian State University

Ph.D., Vanderbilt University

Graduate Faculty

# The Register

---

**KRISTEN BALDWIN DEATHRIDGE**

(2013)  
*Assistant Professor in the Department of History*  
B.A., Bryan College  
M.A., University of Reading (U.K.)  
Ph.D., Middle Tennessee State University

**CHARLES A. DEBELIUS** (2010)

*Associate Professor in the Department of Technology and Environmental Design*  
A.B., Dartmouth College  
Master of Architecture, Harvard University  
Graduate Faculty

**JEAN L. DEHART** (1995)

*Professor and Interim Chair of the Department of Communication*  
B.A., James Madison University  
M.A., University of Tennessee, Knoxville  
Ph.D., University of Georgia

**JOSE BENITO del PLIEGO** (2002)

*Professor in the Department of Languages, Literatures, and Cultures (Spanish)*  
B.A., M.A., Ph.D., Universidad Autonoma de Madrid  
Graduate Faculty

**CHRISTOFFEL J.P.A.M. den BIGGELAAR** (2000)

*Associate Professor in the Department of Sustainable Development*  
B.Sc., Agrarische Hogeschool, Hertogenbosch, the Netherlands  
M.S., Ph.D., Michigan State University

**JAMES RUSSELL DENI** (1972)

*Professor in the Department of Psychology*  
B.S., Youngstown State University  
M.Ed., Ed.D., Baylor University  
Graduate Faculty

**JAMES C. DENNISTON** (1999)

*Professor and Chair of the Department of Psychology*  
B.A., New York University  
M.A., Bucknell University  
Ph.D., State University of New York at Binghamton  
Graduate Faculty

**AUDREY DENTITH**(2015)

*Professor in the Department of Leadership and Educational Studies and Director of the Doctoral Program in Educational Leadership*  
B.S., Bloomsburg University of Pennsylvania  
M.S., Bloomsburg University of Pennsylvania  
M.Ed., Temple University  
Ph.D., The Pennsylvania State University

**GARNER GLENN DEWEY** (2003)

*Associate Professor in the Department of Technology and Environmental Design and Director of the Quality Enhancement Plan (QEP)*  
A.A., Hiwassee College  
B.S., M.S., University of Tennessee, Knoxville  
Ph.D., University of Georgia

**BRUCE ALLEN DICK** (1989)

*Professor in the Department of English*  
B.A., M.A., Ph.D., Florida State University, Tallahassee  
Graduate Faculty

**CHRISTOPHER ANDREW**

**DICKINSON** (2008)  
*Associate Professor in the Department of Psychology*  
B.S., M.A., Long Island University, C.W. Post Campus  
Ph.D., State University of New York at Stony Brook  
Graduate Faculty

**DAVID L. DICKINSON** (2004)

*Professor in the Department of Economics*  
B.A., Western Washington University  
M.A., Ph.D., University of Arizona  
Graduate Faculty

**HEATHER DIXON-FOWLER** (2009)

*Assistant Professor in the Department of Management*  
B.A., Eckerd College  
M.B.A., Wichita State University  
Ph.D., University of Arkansas  
Graduate Faculty

**SUSAN C. DOLL** (2009)

*Assistant Professor in the Department of Technology and Environmental Design*  
B.S., Michigan State University  
M.S., University of Arizona  
Sc.D., Harvard School of Public Health  
Graduate Faculty

**DAVID HENRY DOMERMUTH** (1993)

*Associate Professor in the Department of Technology and Environmental Design*  
B.S., M.S., Virginia Tech  
Ph.D., University of Dayton

**MARGARET DONOGHUE** (2014)

*Lecturer in the Department of Chemistry*  
B.S., Ohio University  
Ph.D., Indiana University  
Bloomington

**PATRICK J. DONOGHUE** (2012)

*Lecturer in the Department of Chemistry*  
B.S., Ohio University  
Ph.D., University of Notre Dame

**SARAH S. DONOVAN** (2015)

*Lecturer in the Department of Social Work*  
B.A., Appalachian State University  
M.S.W., UNC- Chapel Hill

**MICHAEL J. DOTSON** (1983)

*Interim Chair of the Department of Marketing*  
B.A., M.B.A., Nicholls State University  
D.B.A., Mississippi State University  
Graduate Faculty

**LYNN DOYLE** (1992)

*Associate Professor in the Department of English*  
B.A., M.A., University of Houston  
M.F.A., University of Virginia

**JEANNE ANN DUBINO** (2006)

*Professor in the Department of Cultural, Gender and Global Studies*  
B.A., Boston College  
M.A., University of Delaware  
Ph.D., University of Massachusetts Amherst  
Graduate Faculty

**RODNEY K. DUKE** (1991)

*Professor in the Department of Philosophy and Religion*  
B.A., Friends University  
M.C.S., Regent College  
Ph.D., Emory University

## The Register

---

Graduate Faculty

**LEIGH E. DUNSTON** (2002)

*Executive-in-Residence in the Department of Finance, Banking and Insurance*

B.S., St. Joseph's University  
J.D., Georgetown University

**CARL PETER EBY** (2013)

*Professor and Chair of the Department of English*

B.A., M.A., Ph.D., University of California, Davis

**COLE T. EDWARDS** (2016)

*Assistant Professor in the Department of Geology*

B.S.B.A., M.S., Appalachian State University  
Ph.D., University of Tennessee, Knoxville.

**RANDAL K. EDWARDS** (1986)

*Chancellor's Chief of Staff and Professor in the Department of Accounting*

B.S., University of Wisconsin  
M.S., Acadia University  
Ph.D., Ohio State University

**SUSAN L. EDWARDS** (2007)

*Professor and Chair of the Department of Biology*

B.S., Deakin University (Geelong, Victoria, Australia)  
M.S., The University of Melbourne  
Ph.D., Deakin University (Geelong, Victoria, Australia)  
Graduate Faculty

**CAROLYN MARTINDALE EDY** (2011)

*Assistant Professor in the Department of Communication*

B.A., St. Lawrence University  
M.A., Ph.D., The University of North Carolina at Chapel Hill

**JILL ROSE EHNENN** (2001)

*Professor in the Department of English*

B.A., Johns Hopkins University  
M.A., Northwestern University  
Ph.D., George Washington University  
Graduate Faculty

**GEORGE EHRHARDT** (2005)

*Associate Professor in the Department of Government and Justice Studies*

B.A., Carleton College  
M.A., George Washington University  
Ph.D., Indiana University  
Graduate Faculty

**RICHARD ANTHONY ELAVER** (2010)

*Assistant Professor in the Department of Technology and Environmental Design*

B.S., University of Wisconsin-Madison  
M.F.A., Cranbrook Academy of Art

**THOMAS BAYNARD ELLIS** (2005)

*Associate Professor in the Department of Philosophy and Religion*

B.A., University of South Carolina  
M.A., Ph.D., University of Pennsylvania

**BRIAN A. ELLISON** (2007)

*Professor in the Department of Government and Justice Studies*

B.S., M.A., M.P.A., University of Wyoming  
Ph.D., Colorado State University  
Graduate Faculty

**JARI ELORANTA** (2004)

*Professor in the Department of History*

M.A., University of Jyväskylä  
Ph.D., European University Institute  
Graduate Faculty

**LISA JO EMERY** (2008)

*Associate Professor in the Department of Psychology*

B.S., Pennsylvania State University  
M.A., Ph.D., Washington University in St. Louis  
Graduate Faculty

**LAURA E. ENGLAND** (2010)

*Lecturer in the Department of Sustainable Development*

B.S., North Carolina State University  
M.S., University of Georgia

**KAREN EPERMANIS** (2006)

*Associate Professor in the Department of Finance, Banking and Insurance;*

*Director of the Brantley Risk and Insurance Center; and Internship Coordinator for Risk Management*

B.B.A., University of Georgia  
M.B.A., University of Tulsa  
Ph.D., University of South Carolina

**ROBERT DAYLE ESKRIDGE** (2012)

*Assistant Professor in the Department of Government and Justice Studies*

B.S., Oklahoma State University  
M.P.A., Texas Tech University  
Ph.D., Mississippi State University  
Graduate Faculty

**MATT C. ESTEP** (2014)

*Assistant Professor in the Department of Biology*

B.S., M.S., Appalachian State University  
Ph.D., University of Georgia

**JULIN ELAINE EVERETT** (2011)

*Assistant Professor in the Department of Languages, Literatures, and Cultures (French)*

B.A., Boston University  
C. Phil., Ph.D., University of California, Los Angeles  
Graduate Faculty

**ROBERT JOSEPH FALVO** (1993)

*Professor in the Hayes School of Music*

B.M., State University of New York, Fredonia  
M.M., D.M.A., Manhattan School of Music  
Graduate Faculty

**ANNE C. FANATICO** (2010)

*Assistant Professor in the Department of Sustainable Development*

B.S., The University of North Carolina at Chapel Hill  
M.S., Oregon State University  
Ph.D., University of Arkansas  
Graduate Faculty

**LESLIE FARISON** (2008)

*Assistant Professor and Librarian*

B.S.B.A., University of Louisville  
M.B.A., Indiana University  
Bloomington  
M.L.I.S., University of Kentucky

**KIMBERLY S. FASCZEWSKI** (2016)

*Assistant Professor in the Department of Health and Exercise Science*

B.A. University of Wisconsin- Milwaukee  
M.S., University of Tennessee at Chattanooga  
Ph.D., University of North Carolina at Greensboro

**JAMIE YARBROUGH FEARRINGTON** (2007)

*Associate Professor in the Department of Psychology*

B.S., University of Georgia  
M.S., Ph.D., University of Tennessee  
Graduate Faculty



## The Register

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**JAMES B. FENWICK, JR.** (1996)

*Professor in the Department of Computer Science*

B.S., University of Maryland

M.S., Ph.D., The Univ. of Delaware  
Graduate Faculty

**CRAIG JOSEPH FISCHER** (1998)

*Professor in the Department of English*

B.A., State Univ. of New York at Buffalo  
M.A., Ph.D., University of Illinois at Urbana-Champaign  
Graduate Faculty

**ANDRÉS FISHER** (2010)

*Assistant Professor in the Department of Languages, Literatures, and Cultures (Spanish)*

M.D., Universidad de Valparaíso, Chile  
Ph.D., Universidad Complutense de Madrid, Spain  
Graduate Faculty

**SHANAN H. FITTS** (2008)

*Associate Professor in the Department of Curriculum and Instruction*

B.A., University of Utah  
M.A., University of New Mexico  
Ph.D., Univ. of Colorado at Boulder  
Graduate Faculty

**APRIL V. FLANDERS** (2006)

*Associate Professor in the Department of Art*

B.A., B.F.A., Florida State University  
M.F.A., Arizona State University

**RACHEL FLEMING** (2014)

*Assistant Professor and Librarian*

B.A., Grinnell College  
M.A.L.S., University of Missouri-Columbia

**FRANKIE FLOOD** (2016)

*Associate Professor in the Department of Art*

M.F.A., University of Illinois

**JAMES DONALD FOGELQUIST** (2010)

*Professor and Chair of the Department of Languages, Literatures, and Cultures (Spanish)*

B.A., Univ. of California, Los Angeles  
Ph.D., Yale University  
Graduate Faculty

**WILLIAM EDWARD FOLTS** (1991)

*Professor in the Department of Sociology*

B.S., M.S., The University of Alabama (Tuscaloosa)

Ph.D., University of Florida  
Graduate Faculty

**SAMUEL K. FORMBY** (2011)

*Associate Dean for Undergraduate Programs and Administration*

B.S., M.S., Georgia Institute of Technology

Ph.D., University of South Carolina (Columbia)  
Graduate Faculty

**TIMOTHY B. FORSYTH** (1989)

*Professor in the Department of Accounting*

B.S., University of South Alabama  
M.B.A., University of Southern Mississippi

Ph.D., The University of Alabama (Tuscaloosa)

**CATHERINE ANNE FOUNTAIN** (2006)

*Associate Professor in the Department of Languages, Literatures, and Cultures (Spanish)*

B.A., Cornell University  
M.A., Ph.D., University of California, Los Angeles  
Graduate Faculty

**JEAN-FRANÇOIS FOURNIER** (2014)

*Assistant Professor in the Department of Languages, Literatures, and Cultures (French)*

B.A., Institut d'études, Politiques d'Aix-en-Provence

M.A., Université de Paris IV - La Sorbonne

Ph.D., Brown University

**PAUL A. FOX** (1970)

*Professor in the Department of Psychology*

B.A., Hofstra University  
M.A., Ph.D., Southern Illinois Univ.  
Graduate Faculty

**ERIC D. FRAUMAN** (2005)

*Associate Professor in the Department of Recreation Management and Physical Education*

B.S., M.Ed., University of Florida  
Ph.D., Clemson University  
Graduate Faculty

**K. MARTIAL FRINDÉTHIÉ** (2004)

*Associate Professor in the Department of Languages, Literatures, and Cultures (French)*

B.A., Université d'Abidjan

M.A., St. Cloud University

Ph.D., University of Minnesota  
Graduate Faculty

**ELIZABETH M. FRYE** (2004)

*Associate Professor in the Department of Reading Education and Special Education*

B.S., M.A., Ed.D., Appalachian State University  
Graduate Faculty

**DEREK PAUL GAGNIER** (2001)

*Associate Professor in the Department of Theatre and Dance*

B.A., Potsdam College

M.F.A., The University of North Carolina at Chapel Hill

**SANDRA GLOVER GAGNON** (2002)

*Associate Professor in the Department of Psychology*

B.S., University of Georgia  
M.Ed., Ed.S., The Citadel  
Ph.D., University of South Carolina  
Graduate Faculty

**LOUIS B. GALLIEN, JR.** (2013)

*Professor in the Department of Leadership and Educational Studies*

B.S., Taylor University  
M.A., Ed.D., University of North Carolina at Greensboro

**AMY T. GALLOWAY** (2003)

*Associate Professor in the Department of Psychology*

B.A., Furman University  
M.S., Bucknell University  
Ph.D., University of Georgia  
Graduate Faculty

**MICHAEL M. GANGLOFF** (2007)

*Assistant Professor in the Department of Biology*

B.S., State University of New York  
M.S., Montana State University  
Ph.D., Auburn University  
Graduate Faculty

# The Register

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**DARCI LAUREN GARDNER** (2014)  
*Assistant Professor in the Department of Languages, Literatures, and Cultures (French)*

B.A., Vanderbilt University  
Ph.D., Stanford University

**JUSTIN GARWOOD** (2016)  
*Assistant Professor in the Department of Reading Education and Special Education*

B.S., State University of New York College of Brockport  
M.Ed., Vanderbilt University  
Ph.D., University of North Carolina at Chapel Hill

**PAUL L. GASKILL** (1986)  
*Professor in the Department of Recreation Management and Physical Education*

A.A., Montgomery County Community College  
B.S., Pennsylvania State University  
M.S., The University of North Carolina at Chapel Hill  
Ed.D., University of North Carolina at Greensboro  
Graduate Faculty

**PAUL HENRY GATES, JR.** (1995)  
*Professor in the Department of Communication*

B.A., Hobart College  
M.M.C., University of South Carolina  
J.D., California Western School of Law  
Ph.D., University of Florida

**JOHN P. GEARY** (1976)  
*Associate Professor in the Department of Finance, Banking and Insurance*

A.B., The University of Alabama (Tuscaloosa)  
J.D., Samford University  
M.A., Ph.D., George Peabody College for Teachers

**JENNIFER C. GEIB** (2010)  
*Assistant Professor in the Department of Biology*

B.S., The University of Iowa  
M.S., Ph.D., University of Missouri  
Graduate Faculty

**LESLIE ELDRIDGE (BUD) GERBER** (1975)

*Professor in the Watauga Residential Community Program*

B.A., University of the Pacific  
M.A., Ph.D., Emory University  
M.T.S., Duke University

**LYNNE MARIE GETZ** (1990)  
*Professor in the Department of History*

B.A., Adams State College  
M.A., Texas Christian University  
Ph.D., Univ. of Washington, Seattle  
Graduate Faculty

**DAMIANA GIBBONS** (2011)  
*Assistant Professor in the Department of Curriculum and Instruction*

B.A., B.A., M.A., University of Wyoming  
Ph.D., Univ. of Wisconsin—Madison  
Graduate Faculty

**J. THOMAS GILL** (2009)  
*Associate Professor in the Department of Reading Education and Special Education*

B.A., Randolph-Macon College  
M.Ed., Ed.D., University of Virginia  
Graduate Faculty

**MARK CHARLES GINN** (1998)  
*Professor and Chair of the Department of Mathematical Sciences*

B.S., M.A., Wake Forest University  
Ph.D., Emory University  
Graduate Faculty

**GEORGE BERNARD GLISAN** (2011)  
*Thomas Reese Distinguished Professor of Graphic Arts and Imaging Technology (GAIT) and Associate Professor in the Department of Technology and Environmental Design*

B.B.A., Texas Tech University  
B.S., Louisiana State University in Shreveport  
M.B.A., Ph.D., University of Arkansas (Fayetteville)  
Graduate Faculty

**JAMIE GLOVER** (2016)  
*Clinical Instructor in the Department of Nursing*

B.S.N., University of North Carolina at Chapel Hill  
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**RAINER HANS GOETZ** (1990)  
*Professor in the Department of Languages, Literatures, and Cultures (Spanish)*

B.A., University of Wurzburg, Germany  
M.A., Appalachian State University  
Ph.D., Duke University

**DELBERT C. GOFF** (1991)  
*Interim Chair of the Department of Finance, Banking and Insurance*  
B.S.B.A., University of Florida  
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**JAMES RUDOLPH GOFF, JR.** (1986)  
*Professor and Chair of the Department of History*

A.A., Emmanuel College  
B.A., Wake Forest University  
M.Div., Duke University  
Ph.D., University of Arkansas  
Graduate Faculty

**SCOTT GOLDSTEIN** (2014)  
*Assistant Professor and Librarian*  
B.A., Swarthmore College Pennsylvania  
M.A., University of Connecticut  
M.L.I.S., Rutgers University

**ROGER SHANE GONCE** (2006)  
*Lecturer in the Department of Communication*

B.F.A., Western Carolina University  
M.G.D., North Carolina State University

**JOSEPH J. GONZALEZ** (2005)  
*Assistant Professor in the Department of Cultural, Gender and Global Studies*  
B.A., M.A., Albion College  
Ph.D., University of Michigan

**ASHLEY GOODMAN** (2008)  
*Associate Professor in the Department of Health and Exercise Science*  
B.S., Gardner-Webb University  
M.A., The University of Alabama at Birmingham  
Ph.D., University of South Carolina (Columbia)

**TRACY JO GOODSON-ESPY** (2004)  
*Professor in the Department of Curriculum and Instruction*  
B.S., M.S., Middle Tennessee State University  
Ed.D., Vanderbilt University  
Graduate Faculty



# The Register

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**ROSS MATTHEW GOSKY** (2006)

*Associate Professor in the Department of Mathematical Sciences*  
B.S., Miami University  
M.S., Ph.D., North Carolina State University  
Graduate Faculty

**MICHAEL GRADY** (2009)

*Professor in the Department of Art*  
B.F.A., Tufts University  
M.F.A., Pratt Institute

**ELIZABETH GEST GRAVES** (2011)

*Assistant Professor in the Department of Human Development and Psychological Counseling*  
B.A., Ohio University  
M.Ed., Ph.D., University of North Carolina at Greensboro

**SANDRA LYNNE GRAVETT** (1996)

*Professor in the Department of Philosophy and Religion*  
B.A., University of North Carolina at Greensboro  
M.Div., Southeastern Baptist Theological Seminary  
Ph.D., Duke University

**JENNIFER BONCK GRAY** (2008)

*Assistant Professor in the Department of Communication*  
B.A., M.A., University of New Orleans  
Ph.D., University of Kentucky  
Graduate Faculty

**RICHARD ORREN GRAY** (1989)

*Professor in the Department of Physics and Astronomy*  
B.A., Washington State University  
M.Sc., Ph.D., University of Toronto  
Graduate Faculty

**CONSTANCE R. GREEN** (1987)

*Professor in the Department of Reading Education and Special Education*  
B.A., M.Ed., Florida Atlantic University  
Ph.D., University of Florida  
Graduate Faculty

**SARAH JILL GREENWALD** (1998)

*Professor in the Department of Mathematical Sciences*  
B.S., Union College  
Ph.D., University of Pennsylvania  
Graduate Faculty

**MARGARET N. GREGOR** (2008)

*Associate Professor and Librarian*  
A.B., Randolph-Macon Woman's College  
M.A.L.S., University of Kentucky  
Ed.D., University of Virginia

**LYNN DEE GREGORY** (2009)

*Associate Professor in the Department of Communication*  
A.S., DeKalb College  
B.A., M.A., Georgia State University  
Ph.D., University of Miami  
Graduate Faculty

**ERIC CHANDLER GROCE** (2004)

*Associate Professor in the Department of Curriculum and Instruction*  
B.S.Ed., The University of Texas at Tyler  
M.S., Ph.D., Texas A&M University  
Graduate Faculty

**ROBIN DENISE GROCE** (2004)

*Interim Dean in the Reich College of Education and Associate Professor in the Department of Reading Education and Special Education*  
B.S., M.Ed., Ph.D., Texas A&M University  
Graduate Faculty

**PETER A. GROOTHUIS** (2002)

*Professor in the Department of Economics*  
B.S., Central Michigan University  
M.A., Ph.D., University of Kentucky  
Graduate Faculty

**KRISTINA KAYE GROOVER** (1996)

*Professor in the Department of English*  
B.A., Dickinson College  
M.A., Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**LISA A. GROSS** (2007)

*Associate Professor in the Department of Curriculum and Instruction*  
B.S., Southeast Missouri State Univ.  
M.S., University of Missouri-St. Louis  
M.S., Northern Illinois University  
Ph.D., Univ. of Missouri-Columbia  
Graduate Faculty

**VICTORIA GRUBE** (2005)

*Associate Professor in the Department of Art*  
B.A., M.Ed., University of Illinois at Urbana-Champaign  
M.F.A., Ph.D., University of Iowa

**CHUANHUI GU** (2009)

*Assistant Professor and Faculty Fellow in the Department of Geology*  
B.S., Nanjing University  
M.S., Sun Yat-Sen University  
Ph.D., University of Virginia  
Graduate Faculty

**REGINA GULICK-JAMES** (2008)

*Lecturer in the Department of Theatre and Dance*  
B.A., University of Akron

**JANE GULLETT** (2013)

*Clinical Instructor in the Department of Nursing*  
B.S.N., Lenoir-Rhyne University  
M.S.N., University of North Carolina at Charlotte

**ELIZABETH ALISON GULLEY** (2008)

*Associate Professor in the Department of English*  
B.A., The University of Texas at Austin  
M.A., Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**WILLIAM M. GUMMERSON** (2009)

*Associate Professor in the Department of Leadership and Educational Studies*  
B.A., M.A., Ed.S., Ph.D., University of South Carolina  
Graduate Faculty

**KIMBERLY K. GUNTER** (2008)

*Assistant Chair in the Department of English and Director of the Composition Program*  
B.S., M.A., Middle Tennessee State Univ.  
Ph.D., University of Illinois  
Graduate Faculty

**MELISSA DAVIS GUTSCHALL** (2009)

*Assistant Professor in the Department of Nutrition and Health Care Management*  
B.S., Pennsylvania State University  
M.S., Indiana Univ. of Pennsylvania  
Ph.D., Pennsylvania State University  
Graduate Faculty

**BONNIE SUE GUY** (1987)

*Associate Professor in the Department of Marketing*  
B.B.A., M.B.A., Middle Tennessee State University  
Ph.D., University of Nebraska-Lincoln

## The Register

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**CARA HAGAN GELBER** (2014)

*Assistant Professor in the Department of Theatre and Dance*

B.F.A., University of North Carolina  
School of the Arts  
M.F.A., Goddard College

**STEVEN JAMES HAGEMAN** (1998)

*Professor in the Department of Geology*

B.S., University of Kansas  
M.S., Ph.D., Univ. of Illinois, Urbana  
Graduate Faculty

**KIMBERLY QUINN HALL** (1998)

*Professor in the Department of Philosophy and Religion*

B.A., Randolph-Macon College  
M.A., Ph.D., State University of New York at Binghamton  
Graduate Faculty

**MICHAEL S. HAMBOURGER** (2008)

*Assistant Professor in the Department of Chemistry*

B.S., Appalachian State University  
Ph.D., Arizona State University

**WILLIAM GRADY HARBINSON**

(1984)

*Professor in the Hayes School of Music*

B.M., Appalachian State University  
M.M., The University of Alabama (Tuscaloosa)  
Ph.D., Florida State University  
Graduate Faculty

**KRISTIN W. HARMON** (2014)

*Lecturer in the Department of Social Work*

B.S.W., Appalachian State University  
M.S.W., Appalachian State University

**ALBERT LEWIS HARRIS** (1989)

*Professor in the Department of Computer Information Systems*

B.S., Indiana University  
M.S., George Washington University  
Ph.D., Georgia State University  
CISA, CDP, CSP, CMC, CCP  
Graduate Faculty

**MARION (MANDY) BOYD HARRISON** (2004)

*Associate Professor in the Department of Recreation Management and Physical Education and Coordinator of the Recreation Management Program*

B.A., Appalachian State University  
M.A., Southern Illinois University  
Ph.D., Clemson University  
Graduate Faculty

**REGINA HARTLEY** (2015)

*Lecturer in the Department of Computer Information Systems and Supply Chain Management*

B.A., Appalachian State University  
M.A., Appalachian State University  
Ph.D., Regent University, VA

**TODD KRISTIAN HARTMAN** (2008)

*Assistant Professor in the Department of Government and Justice Studies*

B.A., University of California, Davis  
M.A., San Francisco State University  
Ph.D., State University of New York at Stony Brook  
Graduate Faculty

**TODD KRISTIAN HARTMAN** (2016)

*Assistant Professor in the Department of Computer Information Systems and Supply Chain Management*

M.S., Devry University  
M.B.A., University of Pennsylvania  
M.S., University of Alabama  
Ph.D., University of Alabama

**ARTHUR HASH** (2014)

*Assistant Professor in the Department of Art*

B.F.A., Virginia Commonwealth University  
M.F.A., Indiana University

**ALAN JON HAUSER** (1972)

*Professor in the Department of Philosophy and Religion*

B.A., Concordia University  
M.A.R., Concordia Seminary  
Ph.D., University of Iowa

**FREDERICK JAY HAY** (1994)

*Professor and Appalachian Collection Librarian*

B.A., Rhodes College  
M.A., University of Virginia  
Ph.D., University of Florida  
M.L.I.S., Florida State University  
Graduate Faculty

**SCOTT D. HAYWARD** (2009)

*Assistant Professor in the Department of Management*

B.B.A., University of Florida  
M.B.A., Ph.D., Emory University  
Graduate Faculty

**JORDAN HAZELWOOD** (2017)

*Assistant Professor in the Department of Communication Sciences and Disorders*

B.S., University of Illinois  
M.Ed., University of Georgia

**PATRICIA FOLINO HEARRON** (1994)

*Professor in the Department of Family and Consumer Sciences*

A.B., Ohio University  
M.A., Ph.D., Michigan State University  
Graduate Faculty

**ANDREW B. HECKERT** (2005)

*Professor in the Department of Geology*

B.S., Denison University  
M.S., Ph.D., Univ. of New Mexico  
Graduate Faculty

**MICHAEL LOUIS HELMS** (2009)

*Professor in the Department of Theatre and Dance*

B.F.A., Utah State University  
M.F.A., Brigham Young University

**BLISS HEMRIC** (1996)

*Clinical Educator in the Department of Communication Sciences and Disorders*

B.S., M.A., Appalachian State University

**GORDON ASHLEY HENSLEY** (2004)

*Associate Professor in the Department of Theatre and Dance*

B.S., Appalachian State University  
M.F.A., Arizona State University

**DRU ANNE HENSON** (1987)

*Associate Dean in the College of Arts and Sciences and Professor in the Department of Biology*

B.S., Mississippi University for Women  
Ph.D., The Bowman Gray School of Medicine of Wake Forest University  
Graduate Faculty

**BROOKE CRANSWICK HESTER**(2010)

*Assistant Professor in the Department of Physics and Astronomy*

B.S., M.S., Appalachian State University  
Ph.D., University of Maryland  
Graduate Faculty

# The Register

---

**RHYS ANDERSON HESTER** (2011)

*Assistant Professor in the Department of Government and Justice Studies*  
B.S., Charleston Southern University  
J.D., Ph.D., University of South Carolina (Columbia)

**WILLIAM D. HICKS** (2014)

*Professor in the Department of Government and Justice Studies*  
B.A., University of Montana  
M.A., Florida Atlantic University  
Ph.D., University of Florida

**JULIE SPRINKLE HILL** (2005)

*Associate Professor in the Department of Social Work*  
B.S.W., Appalachian State University  
M.S.W., Ph.D., University of South Carolina  
Graduate Faculty

**ROBERT WALLACE HILL** (1992)

*Associate Professor in the Department of Psychology*  
B.A., Duke University  
M.A., Ph.D., Michigan State University  
Graduate Faculty

**HOLLY PETERS HIRST** (1990)

*Professor in the Department of Mathematical Sciences*  
B.A., Temple University  
M.A., Ph.D., Pennsylvania State University  
Graduate Faculty

**JEFFRY LYNN HIRST** (1990)

*Professor in the Department of Mathematical Sciences*  
B.A., M.A., University of Kansas  
Ph.D., Pennsylvania State University  
Graduate Faculty

**BEN HJERTMANN** (2014)

*Assistant Professor in the Hayes School of Music*  
B.A., Illinois Wesleyan University  
M.M., Northwestern University

**JEFF HOBBS** (2005)

*Associate Professor in the Department of Finance, Banking and Insurance*  
B.S., West Virginia University  
M.S., Ph.D., Virginia Tech

**DARIN HODGES** (2016)

*Lecturer in the Department of Computer Information Systems and Supply Chain Management*  
B.S.B.A., Appalachian State University  
M.B.A., Appalachian State University

**MARIE CECILE HOEPLF** (1997)

*Professor in the Department of Technology and Environmental Design*  
B.S., Miami University, Ohio  
M.A., Ed.D., West Virginia University  
Graduate Faculty

**ELIN M. HOFFMAN** (2008)

*Assistant Professor in the Department of Reading Education and Special Education*  
B.S., Indiana University Southeast  
M.S., Ph.D., Indiana University  
Graduate Faculty

**MARY ANN HOFMANN** (2006)

*Associate Professor in the Department of Accounting*  
B.S., Union College  
M.B.A., University of Nebraska  
M.S., Grand Valley State University  
Ph.D., Arizona State Univ. CMA  
Graduate Faculty

**BROOKE HOFSESS** (2013)

*Assistant Professor in the Department of Art*  
B.A., University of North Carolina at Charlotte  
M.A., Columbia University

**JEFFERSON EUGENE HOLCOMB**

(2008)  
*Associate Professor in the Department of Government and Justice Studies*  
B.S., Auburn University  
M.S., Ph.D., Florida State University  
Graduate Faculty

**LYNETTE HOLMAN** (2009)

*Assistant Professor in the Department of Communication*  
B.F.A., James Madison University  
M.A., The Univ. of Texas at Austin  
Ph.D., The University of North Carolina at Chapel Hill

**STEPHEN MORRIS HOPKINS** (1992)

*Professor in the Hayes School of Music*  
B.M.E., Murray State University  
M.M., D.M.A., The University of Texas at Austin  
Graduate Faculty

**ROSEMARY HOROWITZ** (1995)

*Professor in the Department of English*  
B.A., Brooklyn College  
M.S., Rensselaer Polytechnic Institute  
Ed.D., University of Massachusetts

**RENÉ HARDER HORST** (2000)

*Professor in the Department of History*  
B.A., Goshen College  
M.A., Ph.D., Indiana University  
Graduate Faculty

**DAVID R. HOSTETLER** (2009)

*Associate Professor in the Department of Leadership and Educational Studies*  
B.A., Westminster College  
M.A.T.S., Gordon-Conwell Theological Seminary  
M.A., J.D., Duke University  
Graduate Faculty

**GUICHUAN HOU** (2006)

*Research Assistant Professor in the Department of Biology*  
B.S., College of Traditional Chinese Medicine of Shandong Province (Laiyang, P.R. China)  
M.S., Nanjing Agricultural University (Nanjing, P.R., China)  
Ph.D., Idaho State University  
Graduate Faculty

**JAMES BYRON HOUSER** (2009)

*Assistant Professor in the Department of Technology and Environmental Design*  
B.A., Wake Forest University  
M.A., Appalachian State University  
Ph.D., Cornell University  
Graduate Faculty

**BARBARA B. HOWARD** (2008)

*Associate Professor in the Department of Leadership and Educational Studies*  
B.A., Wake Forest University  
M.A., Ed.D., Appalachian State University  
Graduate Faculty

**RICHARD DAVIS HOWE** (1973)

*Professor in the Department of Leadership and Educational Studies*  
B.A., M.A., Appalachian State University  
Ph.D., University of California, Los Angeles  
Graduate Faculty

# The Register

---

**AMANDA C. HOWELL** (2010)

*Lecturer in the Department of Chemistry*  
B.S., University of North Carolina at Greensboro  
Ph.D., Wake Forest University

**KEVIN RAY HOWELL** (1996)

*Associate Professor in the Department of Technology and Environmental Design*  
B.A., M.A., Appalachian State University  
Ph.D., Vanderbilt University  
Graduate Faculty

**MICHAEL L. HOWELL** (2008)

*Assistant Professor in the Department of Social Work*  
B.S.W., University of North Carolina at Greensboro  
M.S.S.W., University of Louisville  
Ph.D., Virginia Commonwealth University

**DAN K. HSU** (2011)

*Assistant Professor in the Department of Management*  
B.S., M.S., Fu-Jen Catholic University  
M.S., Rensselaer Polytechnic Institute  
Ph.D., Syracuse University

**AMY HUDNALL** (2001)

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B.A., Appalachian State University  
M.A., Appalachian State University

**TIMOTHY J. HUELSMAN** (1997)

*Professor in the Department of Psychology*  
B.S., M.S., Ph.D., Saint Louis University  
Graduate Faculty

**SCOTT HUNSINGER** (2005)

*Professor in the Department of Computer Information Systems and Supply Chain Management*  
B.S., M.B.A., Ph.D., University of North Carolina at Charlotte  
Graduate Faculty

**YONGBEOM HUR** (2007)

*Associate Professor in the Department of Government and Justice Studies*  
B.S., Seoul National University  
M.A., The Ohio State University  
Ph.D., University of Kentucky  
Graduate Faculty

**WILLIAM MAYNARD HUTCHINS**

(1980)  
*Professor in the Department of Philosophy and Religion*  
B.A., Yale University  
M.A., Ph.D., University of Chicago  
Graduate Faculty

**EVA MARIAH HYATT** (1990)

*Professor in the Department of Marketing*  
B.A., University of California, Berkeley  
M.B.A., Louisiana State University  
Ph.D., University of South Carolina (Columbia)  
Graduate Faculty

**ONUR INCE** (2011)

*Assistant Professor in the Department of Economics*  
B.A., M.A., Bilkent University, Turkey  
M.A., Ph.D., University of Houston  
Graduate Faculty

**ANATOLY V. ISAENKO** (2000)

*Professor in the Department of History*  
B.A., M.A., North Ossetian State University (Russia)  
Ph.D., Moscow State University (Russia)  
Graduate Faculty

**JAMES MAURICE IVORY** (1996)

*Associate Professor in the Department of English*  
B.A., Wake Forest University  
M.A., Ph.D., The University of North Carolina at Chapel Hill

**ALECIA YOUNGBLOOD JACKSON**

(2003)  
*Professor in the Department of Leadership and Educational Studies*  
B.S., University of Georgia  
M.S., North Carolina State University  
Ph.D., University of Georgia  
Graduate Faculty

**JAY CRAIG JACKSON** (1992)

*Associate Dean of the Hayes School of Music and Professor of Music*  
B.M., M.A., Appalachian State University  
D.M.A., University of Kansas

**KRISTIAN LAMAR JACKSON** (2008)

*Senior Lecturer in the Department of Recreation Management and Physical Education*  
B.S., North Carolina State University  
M.Ed., University of Georgia

**DOUGLAS GOFF JAMES** (1995)

*Professor in the Hayes School of Music*  
B.C.A., University of North Carolina at Charlotte  
M.M., University of North Carolina at Greensboro  
D.M.A., University of Arizona, Tucson  
Graduate Faculty

**JANA JOY JAMES** (2007)

*Associate Professor in the Department of Recreation Management and Physical Education*  
B.S., M.S., University of Georgia  
Ph.D., Clemson University  
Graduate Faculty

**JOHN PAUL JAMESON** (2010)

*Assistant Professor in the Department of Psychology*  
B.S., University of Georgia  
M.A., Ph.D., University of Pennsylvania  
Graduate Faculty

**JOHN J. JANOWIAK** (1992)

*Professor in the Department of Recreation Management and Physical Education*  
B.S., University of Wisconsin-Oshkosh  
M.S., Univ. of Wisconsin-La Crosse  
Ph.D. University of Oregon

**LINDA JEAN JENCSON** (2000)

*Senior Lecturer in the Department of Anthropology*  
B.F.A., University of Akron  
M.A., Ph.D., University of Oregon

**PATRICIA JOHANN** (2013)

*Professor in the Department of Computer Science*  
B.A., Reed College  
Ph.D., Wesleyan College

**LINDA S. JOHANSON** (2010)

*Associate Professor in the Department of Nursing*  
A.D.N., Lincoln Land Community College, Illinois  
B.S.N., Sangamon State University  
M.S., Univ. of Illinois Medical Center  
Ed.D., Northern Illinois University



# The Register

---

**GLENDIA JOHNSON** (2014)

*Assistant Professor in the Department of Human Development and Psychological Counseling*

B.A., Talladega College

M.A., Ohio State University

M.A., Prairie View A&M University

Ph.D., Sam Houston State University

**KENNETH W. JOHNSON** (2001)

*Associate Professor and Librarian*

B.A., Virginia Tech

M.L.I.S., University of North Carolina at Greensboro

M.B.A., Appalachian State University

**PHILLIP EUGENE JOHNSON** (2004)

*Director of the Mathematics and Science Education Center and Professor in the Department of Mathematical Sciences*

B.S., Appalachian State University

M.A., The American University

M.A., Ph.D., Vanderbilt University

Graduate Faculty

**JARROD JOHNSTON** (2003)

*Associate Professor in the Department of Finance, Banking and Insurance*

B.A., Drake University

M.B.A., University of Kentucky

Ph.D., Florida Atlantic University

**NICKOLAS A. JORDAN** (2011)

*Assistant Professor in the Department of Human Development and Psychological Counseling*

B.A., Virginia Tech

M.A., Ph.D., Syracuse University

Graduate Faculty

**REBECCA JORDAN** (2016)

*Assistant Professor in the Department of Reading Education and Special Education*

B.A., University of Richmond

M.Ed., University of North Carolina at Greensboro

Ph.D., University of North Carolina at Chapel Hill

**SARAH RITCHEY JORDAN** (2003)

*Professor in the Department of Nutrition and Health Care Management*

B.S., University of Mississippi

M.S., The University of Alabama (Tuscaloosa)

Ph.D., Univ. of Tennessee, Knoxville  
Graduate Faculty

**GARY DEWAIN KADER** (1980)

*Professor in the Department of Mathematical Sciences*

B.S., M.S., Georgia Southern College

Ph.D., University of Georgia

Graduate Faculty

**REBECCA KAENZIG** (1986)

*Associate Professor in the Department of Accounting*

B.A., Furman University

Ph.D., University of South Carolina

**SCOTT DUANE KALLESTAD** (2006)

*Associate Professor in the Hayes School of Music*

B.S., University of North Dakota

M.M., D.M.A., Univ. of North Texas

**ANN PEGELOW KAPLAN** (2015)

*Assistant Professor in the Department of Cultural, Gender, and Global Studies*

B.A., University of Mary Washington

M.A., University of North Carolina, Chapel Hill

M.F.A., Clemson University

**JUDY KAPLAN** (1995)

*Lecturer in the Department of Social Work*

B.S., M.S.W., The University of North Carolina at Chapel Hill

**THOMAS PEGELOW KAPLAN** (2015)

*Assistant Professor in the Department of History and Director, Judaic, Holocaust, and Peace Studies*

B.A., Eberhard-Karls University

Tübingen

M.A., University of North Carolina, Chapel Hill

Ph.D., University of North Carolina, Chapel Hill

**REBECCA M. KAPPUS** (2015)

*Assistant Professor in the Department of Health and Exercise Science*

B.S., University of Toledo

M.S., Appalachian State University

Ph.D., University of Illinois at

Chicago

Graduate Faculty

**ECE KARATAN** (2005)

*Associate Professor in the Department of Biology*

B.S., Bogazici Univ. (Istanbul, Turkey)

M.S., Ph.D., University of Illinois at Urbana-Champaign

Graduate Faculty

**ERIC IVAN KARCHMER** (2013)

*Assistant Professor in the Department of Anthropology*

B.A., Princeton University

M.D., (China) Beijing University of Chinese Medicine

M.A., Ph.D., The University of North Carolina at Chapel Hill

**TERRILL RAY KEASLER** (1987)

*Professor in the Department of Finance, Banking and Insurance*

B.S., Livingston State University

M.A., Ph.D., The University of Alabama (Tuscaloosa)

Graduate Faculty

**LOUISE CATHERINE KEEGAN** (2012)

*Assistant Professor in the Department of Communication Sciences and Disorders*

B.Sc., University College Cork (Ireland)

Ph.D., University of Louisiana at Lafayette

Graduate Faculty

**REBECCA JANE KEETER** (2010)

*Lecturer in the Department of Theatre and Dance*

B.S., East Carolina University

M.A., Appalachian State University

**RACHEL KELLER** (2005)

*Lecturer in the Department of Accounting*

B.S., Duke University

M.S., Appalachian State University

**CLAUDIA L. KELLEY** (1994)

*Professor in the Department of Accounting*

B.S., Waynesburg College

M.S., University of Illinois

M.T.A., Ph.D., The University of Alabama (Tuscaloosa).

Graduate Faculty

**KEVIN GERARD KENNEDY** (1989)

*Professor in the Department of Languages, Literatures, and Cultures (German)*

B.A., Concordia University at Montreal

M.A., McGill University at Montreal

Ph.D., The University of North Carolina at Chapel Hill

# The Register

---

**MICHAEL WAYNE KERNODLE** (1989)

*Professor in the Department of Recreation Management and Physical Education*

B.A., M.A., The University of North Carolina at Chapel Hill  
Ph.D., University of Illinois at Urbana-Champaign

**ELLEN MEREDITH KEY** (2012)

*Assistant Professor in the Department of Government and Justice Studies*

A.B., Georgetown University  
M.A., University of Georgia

**PAMELA KIDDER-ASHLEY** (1993)

*Professor in the Department of Psychology*

B.A., University of North Carolina at Charlotte  
Ph.D., University of Minnesota  
Graduate Faculty

**LARRY ROSS KIMBALL** (1990)

*Professor in the Department of Anthropology*

B.A., The University of North Carolina at Chapel Hill  
M.A. University of Tennessee  
Ph.D., Northwestern University  
Graduate Faculty

**KATHRYN JO KIRKPATRICK** (1991)

*Professor in the Department of English*

B.A., Winthrop University  
M.A., The University of North Carolina at Chapel Hill  
Ph.D., Emory University  
Graduate Faculty

**ANITA NARVARTE KITCHENS** (1973)

*Professor in the Department of Mathematical Sciences*

B.A., The University of Texas  
M.A., University of Arizona  
Ed.D., University of North Carolina at Greensboro  
Graduate Faculty

**JEREMIAH MUTIO KITUNDA** (2005)

*Associate Professor in the Department of History*

B.A., M.A., University of Nairobi, Kenya  
M.A., Miami University, Ohio  
Ph.D., Univ. of Wisconsin-Madison  
Graduate Faculty

**MELIA KIZER** (2014)

*Assistant Professor in the Department of Human Development and Psychological Counseling*

M.A., Appalachian State University  
Ph.D., University of North Carolina at Charlotte

**JEANA EVE KLEIN** (2007)

*Associate Professor in the Department of Art*

Bachelor of Art and Design, North Carolina State University  
M.F.A., Arizona State University

**JOSEPH F. KLEIN, III** (2010)

*Assistant Professor in the Department of Communication Sciences and Disorders*

B.A., Marietta College  
Ph.D., University of South Alabama  
Graduate Faculty

**RICHARD ERVIN KLIMA** (2002)

*Professor and Assistant Chair of the Department of Mathematical Sciences*

B.S., Liberty University  
M.S., Ph.D., North Carolina State University  
Graduate Faculty

**VICKY WILLIAMS KLIMA** (2003)

*Professor in the Department of Mathematical Sciences*

B.A., Erskine College  
M.S., Ph.D., North Carolina State University  
Graduate Faculty

**CAROL S. KLINE** (2014)

*Assistant Professor in the Department of Management*

B.A., Wake Forest University  
M.S., Ph.D., North Carolina State University

**ANDREW MICHAEL KOCH** (1995)

*Professor in the Department of Government and Justice Studies*

B.A., New York University  
M.A., Ph.D., University of California, Santa Barbara  
Graduate Faculty

**ROBYN LINDSEY KONDRAD** (2013)

*Assistant Professor in the Department of Psychology*

B.S., College of William and Mary  
M.A., Arizona State University  
Ph.D., University of Virginia  
Graduate Faculty

**ERIC EDWARD KOONTZ** (2005)

*Assistant Professor in the Hayes School of Music*

B.M., Conservatory of Music at the University of Cincinnati  
M.M., M.M.A., Yale University  
D.M.A., University of North Carolina at Greensboro  
Graduate Faculty

**DAVID ALLEN KOPPENHAVER** (2004)

*Professor in the Department of Reading Education and Special Education*

B.A., The College of Wooster  
M.Ed., Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**BROOKE A. KORNEGAY** (2008)

*Lecturer in the Department of Sustainable Development*

B.S., Appalachian State University  
M.S., Slippery Rock University of Pennsylvania

**LARRY J. KORTERING** (2016)

*Assistant Professor in the Department of Leadership and Educational Studies*

B.S., The Pennsylvania State University  
M.B.A., Johns Hopkins University  
Ph.D., The Pennsylvania State University

**LARRY J. KORTERING** (1992)

*Professor in the Department of Reading Education and Special Education*

B.A., Hope College  
M.S., Univ. of Wisconsin-Madison  
Ed.D., Univ. of Washington, Seattle  
Graduate Faculty

**WITOLD A.J. KOSMALA** (1984)

*Professor in the Department of Mathematical Sciences*

B.A., M.A., Ph.D., University of South Florida  
Graduate Faculty

**JOHN KOPWALCZYK** (2014)

*Lecturer in the Department of Computer Information Systems and Supply Chain Management*

B.S., SW Texas State University  
A.A.S., Southern Nevada  
M.B.A., Appalachian State University



# The Register

---

**TAMARA K. KOWALCZYK** (2005)

*Associate Professor in the Department of Accounting*

B.S.A., St. Edward's University  
M.B.A., The University of Texas  
Ph.D., Texas A&M University.  
Graduate Faculty

**MICHAEL LOUIS KRENN** (2001)

*Professor in the Department of History and Director of General Education*

B.A., Weber State College  
M.A., University of Utah  
Ph.D., Rutgers University  
Graduate Faculty

**JACK KWONG** (2005)

*Associate Professor in the Department of Philosophy and Religion*

B.A., University of Lethbridge, Canada  
Ph.D., University of Toronto, Canada

**MONICA A. LAMBERT** (2001)

*Interim Associate Dean of the College of Education and Professor in the Department of Reading Education and Special Education*

B.S., M.A., West Virginia University  
Ed.D., Florida Atlantic University  
Graduate Faculty

**ELLEN C. LAMONT** (2014)

*Assistant Professor in the Department of Sociology*

B.A., University of California, Berkeley  
M.A., University of Chicago  
M.A., Ph.D., New York University

**JAMES M. LANCASTER** (2002)

*Professor in the Department of Human Development and Psychological Counseling*

B.A., M.A., Ed.D., University of North Carolina at Greensboro  
Graduate Faculty

**MICHAEL EDWARD LANE** (2000)

*Associate Professor in the Department of Languages, Literatures, and Cultures (French)*

B.A., Saint Lawrence University  
M.A., State University of New York at Binghamton  
Ph.D., Pennsylvania State University  
Graduate Faculty

**SANDI J. LANE** (2011)

*Assistant Professor in the Department of Nutrition and Health Care Management*

B.S., Southern Illinois University at Carbondale  
M.S., University of New Haven  
Ph.D., University of North Carolina at Charlotte

**SUSAN MICHELLE LAPPAN** (2009)

*Assistant Professor in the Department of Anthropology*

B.A., Duke University  
M.A., Ph.D., New York University  
Graduate Faculty

**JOHN S. LATIMER** (2010)

*Assistant Professor in the Department of Technology and Environmental Design*

B.A., Beloit College  
M.F.A., Rochester Institute of Technology

**KEITH S. LEARN** (2014)

*Lecturer in the Department of Chemistry*

B.S., Pennsylvania State University

Ph.D., Drexel University

**CHRIS LECTURER** (2011)

*Senior Lecturer in the Department of Computer Information Systems and Supply Chain Management*

B.S., Appalachian State University  
M.B.A., Appalachian State University

**KATHERINE E. LEDFORD** (2007)

*Lecturer and Director of the Appalachian Studies Program*

B.A., The University of North Carolina at Chapel Hill  
M.A., The University of Alabama  
Ph.D., University of Kentucky  
Graduate Faculty

**CHERYL L. LEE** (1994)

*Professor in the Department of Family and Consumer Sciences*

B.S., M.S., Ph.D., Oklahoma State University

**TERESA EILEEN LEE** (1988)

*Professor in the Department of Theatre and Dance*

B.F.A., Memphis State University  
M.F.A., University of North Carolina at Greensboro

**JOHN G. LEHMAN** (2012)

*Lecturer in the Department of Economics*

B.S., Bloomsburg University of Pennsylvania  
M.S., Virginia Tech

**STEVEN LEON** (2016)

*Assistant Professor in the Department of Computer Information Systems and Supply Chain Management*

B.S., University of North Dakota  
M.B.A., Loyola University  
Ph.D., North Dakota State University

**CHRISTINE POLLARD LEIST** (2000)

*Lecturer in the Hayes School of Music*

B.M., Florida State University  
M.M., University of Miami  
Ph.D., Michigan State University  
Graduate Faculty

**ANDREA LEONARD** (2010)

*Assistant Professor and Librarian*

B.A., Virginia Polytechnic Institute and State University  
M.L.I.S., University of Pittsburgh

**DREW C. LESLIE** (2011)

*Assistant Professor in the Hayes School of Music*

B.M., University of Michigan (Ann Arbor)  
M.M., Manhattan School of Music  
D.M.A., The University of Texas at Austin  
Graduate Faculty

**JAMIE SLOAN FENTIMAN LEVINE**

(2012)

*Assistant Professor in the Department of Geology*

B.A., Carleton College  
M.S., Ph.D., The University of Texas at Austin

**PATRICIA LEVINE-BROWN** (2016)

*Assistant Professor in the Department of Leadership and Educational Studies*

B.A., Liberal Studies  
M.A., Jacksonville University  
Ed.S., Appalachian State University  
Ed.D., The University of Texas at Austin

## The Register

---

**DENISE L. LEVY** (2008)

*Associate Dean in the Beaver College of Health Sciences and Associate Professor in the Department of Social Work*  
B.S.E.D., M.S.W., Ph.D., University of Georgia  
Graduate Faculty

**MARK O. LEWIS** (2011)

*Assistant Professor in the Department of Management*  
B.B.A., University of Georgia  
M.B.A., M.S., Ph.D., Georgia State University

**WENDY L. LEWIS** (2008)

*Laboratory Instructor in the Department of Chemistry*  
B.S., M.S., Youngstown State University  
Ph.D., University of Akron

**DONNA LEE LILLIAN** (2010)

*Associate Professor in the Department of English*  
B.A., York University, Toronto, Canada  
B.Ed., University of Western Ontario  
M.A., University of Toronto  
Ph.D., York University, Toronto, Canada  
Graduate Faculty

**CAMERON D. LIPPARD** (2007)

*Associate Professor in the Department of Sociology*  
B.A., Appalachian State University  
M.A., Ph.D., Georgia State University  
Graduate Faculty

**CYNTHIA M. LIUTKUS** (2005)

*Associate Professor in the Department of Geology*  
B.A., Bucknell University  
M.S., Ph.D., Rutgers University  
Graduate Faculty

**GINGER MILLER LOGGINS** (2012)

*Assistant Professor in the Department of Communication*  
B.A., Loyola University New Orleans  
M.A., Ph.D., The University of Alabama (Tuscaloosa)

**GINGER MILLER LOGGINS** (2017)

*Visiting Assistant Professor in the Hayes School of Music*  
B.M., Concordia College  
M.M., University of Tennessee-Knoxville  
D.M.A., State University of New York at Stony Brook

**BETTY BRIDGES LONG** (1987)

*Professor in the Department of Mathematical Sciences*  
B.S., M.A., Ed.D., University of Tennessee, Knoxville  
Graduate Faculty

**ANGELA S. LOSARDO** (1994)

*Professor in the Department of Communication Sciences and Disorders*  
B.S., State University of New York College at Geneseo  
M.S., State University of New York College at Buffalo  
Ph.D., University of Oregon  
Graduate Faculty

**SHANSHAN LOU** (2013)

*Assistant Professor in the Department of Communication*  
B.A., Zhejiang Gongshang University  
M.A., Morehead State University

**NANCY SUE LOVE** (2009)

*Professor in the Department of Government and Justice Studies*  
A.B., Kenyon College  
M.A., Ph.D., Cornell University  
Graduate Faculty

**SCOTT PAUL LUDWIG** (2001)

*Associate Professor in the Department of Art*  
B.A., University of Wisconsin-Parkside  
M.F.A., Ohio University, School of Art

**TIMOTHY D. LUDWIG** (1994)

*Professor in the Department of Psychology*  
B.A., Lenoir-Rhyne College  
M.A., Wake Forest University  
Ph.D., Virginia Tech  
Graduate Faculty

**JENNIFER LUETKEMEYER** (2016)

*Instructor in the Department of Leadership and Educational Studies*  
B.S., University of North Florida  
M.S., Florida State University  
Ph.D., Florida State University

**KENNETH PAUL LURIE** (1987)

*Professor in the Hayes School of Music*  
B.M., Ithaca College  
M.M., Cleveland Institute of Music  
D.M.A., Eastman School of Music

**ALEXANDER LUST** (2013)

*Assistant Professor in the Department of Government and Justice Studies*  
B.A., Middlebury College  
Ph.D., Cornell University

**JESSE L. LUTABINGWA** (2006)

*Associate Vice Chancellor for International Education and Development and Professor in the Department of Government and Justice Studies*  
B.A., Wartburg College  
Ph.D., Jackson State University  
Graduate Faculty

**SUSAN WYNN LUTZ** (1996)

*Associate Professor in the Department of Theatre and Dance*  
A.A., Saint Mary's Junior College  
B.A., The University of North Carolina at Chapel Hill  
M.F.A., University of North Carolina at Greensboro

**KERN MAASS** (2006)

*Associate Professor in the Department of Technology and Environmental Design and Associate Dean in the College of Fine and Applied Arts*  
B.A., M.F.A., Savannah College of Art and Design

**MICHAEL DAVID MADRITCH** (2009)

*Associate Professor in the Department of Biology*  
B.A., B.S., North Carolina State University  
Ph.D., University of Georgia  
Graduate Faculty

**VICTOR NEWELL MANSURE** (1991)

*Professor in the Hayes School of Music*  
B.M.E., Northern Arizona University  
M.F.A., University of Iowa  
D.M.A., The University of Oregon  
Graduate Faculty

**CATHERINE MARIE DAVIS MARCUM** (2012)

*Assistant Professor in the Department of Government and Justice Studies*  
B.S., West Virginia State College  
M.S., Marshall University  
Ph.D., Indiana University of Pennsylvania  
Graduate Faculty

# The Register

---

**RONALD E. MARDEN** (1995)

*Professor in the Department of Accounting*

B.A., M.A., Florida Atlantic University  
Ph.D., University of South Florida  
Graduate Faculty

**MARTHA ANN MARKING** (1987)

*Professor in the Department of Theatre and Dance*

B.F.A., Univ. of Wisconsin-Whitewater  
M.F.A., Michigan State University

**DIANE B. MARKS** (2006)

*Associate Professor in the Department of Curriculum and Instruction*

B.A., University of Massachusetts  
M.A., Rollins College  
Ph.D., University of Florida

**ERIC STEPHEN MARLAND** (2000)

*Professor in the Department of Mathematical Sciences*

B.S., Virginia Tech  
M.S., Ph.D., University of Utah  
Graduate Faculty

**DAVID CRAIG MARLETT** (2003)

*Professor in the Department of Finance, Banking and Insurance and Holder of the Independent Insurance Agents of North Carolina (IIANC) Distinguished Professorship*

B.S., Ph.D., Florida State University

**SCOTT T. MARSHALL** (2008)

*Associate Professor in the Department of Geology*

B.S., Wright State University  
M.S., University of Idaho  
Ph.D., University of Massachusetts  
Graduate Faculty

**DEREK J. MARTIN** (2014)

*Assistant Professor in the Department of Geography and Planning*

B.S., Lake Superior State University  
M.S., Missouri State University  
Ph.D., University of Tennessee  
Graduate Faculty

**HOLLY E. MARTIN** (2002)

*Professor in the Department of English*

B.A., Northern Arizona University  
M.A., Arizona State University  
Ph.D., Emory University  
Graduate Faculty

**KEITH TUCKER MARTIN** (2011)

*John M. Blackburn Distinguished Professor in the Department of Theatre and Dance*

B.F.A., M.F.A., University of North Carolina at Greensboro

**ALVARO MARTINELLI** (1974)

*Professor in the Department of Accounting*

Laurea, University of Genoa, Italy  
M.B.A., Ph.D., North Texas State University

**JOHN THOMAS MARTY** (2008)

*Assistant Professor in the Department of Theatre and Dance*

B.A., Saint John's University  
M.F.A., University of Wisconsin-Madison

**PAULETTE JEAN W. MARTY** (2004)

*Associate Professor in the Department of Theatre and Dance*

B.A., College of Saint Benedict  
M.A., University of Warwick  
Ph.D., University of Wisconsin-Madison

**DENISE M. MARTZ** (1994)

*Professor and Assistant Chair of the Department of Psychology*

B.S., M.S., Ph.D., Virginia Tech  
Graduate Faculty

**LINDSAY C. MASLAND** (2011)

*Assistant Professor in the Department of Psychology*

B.A., M.A., Wake Forest University  
Ph.D., University of Georgia  
Graduate Faculty

**RICHARD E. MATTAR** (1987)

*Executive-in-Residence in the Department of Finance, Banking and Insurance*

B.S., North Carolina State University  
J.D., The University of North Carolina at Chapel Hill

**ROSE MARIE MATUSZNY** (2003)

*Associate Professor in the Department of Reading Education and Special Education*

B.A., University of Wisconsin-Madison  
M.Ed., Ph.D., Pennsylvania State University  
Graduate Faculty

**NITA J. MATZEN** (2007)

*Associate Professor in the Department of Leadership and Educational Studies*

B.S.W., B.S., Western Carolina University  
M.L.S., Ed.D., Appalachian State University  
Graduate Faculty

**KATHERINE JANE MAWHINNEY**

(2003)

*Professor in the Department of Mathematical Sciences*

B.A., University of North Carolina at Asheville  
M.S., Ph.D., North Carolina State University

**GEORGE ALBERT MAYCOCK** (1984)

*Associate Professor in the Department of Leadership and Educational Studies*

B.A., M.A., University of Florida  
Ed.D., Texas Tech University  
Graduate Faculty

**MICHAEL WELLS MAYFIELD** (1988)

*Vice Provost for Undergraduate Education, Office of Academic Affairs; and Professor in the Department of Geography and Planning*

B.S., Western Carolina University  
M.S., Ph.D., University of Tennessee, Knoxville  
Graduate Faculty

**ALEX McALLISTER** (2014)

*Assistant Professor and Librarian*

B.A., University of North Carolina at Chapel Hill  
B.A., University of North Carolina at Wilmington  
M.M., M.L.I.S., University of South Carolina at Columbia

**LISA STASCO McANULTY** (2000)

*Professor in the Department of Nutrition and Health Care Management and Director of the Didactic Program in Dietetics*

B.S., University of Florida  
M.S., Texas Tech University  
Ph.D., Auburn University  
Graduate Faculty

**STEVEN R. McANULTY** (2001)

*Professor in the Department of Health and Exercise Science*

B.A., M.A., Ph.D., Auburn University  
Graduate Faculty

## The Register

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**LAURA H. McARTHUR** (2014)

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B.A., Rice University  
M.A., Johns Hopkins University  
M.S., Texas Tech University  
Ph.D., University of California, Davis

**JEFFREY M. McBRIDE** (2003)

*Professor in the Department of Health, Leisure and Exercise Science*

B.S., West Virginia University  
M.S., Pennsylvania State University  
Ph.D., Southern Cross University  
Graduate Faculty

**KELLY RHODES McBRIDE** (1997)

*Associate Professor and Librarian*

A.A., Montreat College  
B.A., Clark Atlanta University  
M.S., University of Tennessee  
Ed.S., Appalachian State University

**KELLY McCALLISTER** (2014)

*Assistant Professor and Librarian*

B.A., Mississippi State University  
M.A., M.L.I.S., University of Southern Mississippi

**MARTHA McCAUGHEY** (2003)

*Professor in the Department of Sociology*

B.A., University of Michigan, Ann Arbor  
M.A., Ph.D., University of California, Santa Barbara  
Graduate Faculty

**TERRY W. McCLANNON** (2008)

*Associate Professor and Interim Chair in the Department of Leadership and Educational Studies*

B.S., M.A., Ed.S., Ed.D., Appalachian State University  
Graduate Faculty

**GREGORY S. McCLURE** (2010)

*Assistant Professor in the Department of Curriculum and Instruction*

B.A., Appalachian State University  
MS.Ed., Shenandoah University  
Ph.D., University of Georgia

**LUCINDA McCRAE** (2009)

*Professor in the Department of History*

B.A., Indiana University Bloomington  
M.A., University of Illinois at Urbana-Champaign  
Ph.D., Lancaster University (UK)  
Graduate Faculty

**STEPHEN McCREERY** (2014)

*Professor in the Department of Communication*

B.A., North Carolina State University  
M.A., Ph.D., The University of Georgia

**KIMBERLY C. McCULLOUGH** (2014)

*Associate Professor in the Department of Communication Sciences and Disorders*

B.A., M.S., Baylor University  
Ph.D., University of Tennessee  
Graduate Faculty

**GARY C. McCULLOUGH** (2014)

*Associate Dean in the Beaver College of Health Sciences and Professor in the Department of Communication Sciences and Disorders*

B.A., Washington and Lee University  
M.S., University of Tennessee, Knoxville  
Ph.D., Vanderbilt University  
Graduate Faculty

**KEITH DWAYNE McCUTCHEM** (2012)

*Instructor in the Hayes School of Music*

B.M.E., University of Kentucky  
M.M., University of Minnesota

**TANGA M. McDANIEL** (2003)

*Associate Professor in the Department of Economics*

B.S., Ph.D., University of South Carolina

**GRACE ELIZABETH McENTEE** (1987)

*Professor in the Department of English*

B.A., Georgia College  
M.L.A., University of Denver  
M.A., Ph.D., The University of Alabama (Tuscaloosa)  
Graduate Faculty

**DAVID M. McEVOY** (2007)

*Associate Professor in the Department of Economics*

B.S., University of New Hampshire  
M.S., University College London (UK)  
Ph.D., University of Massachusetts Amherst  
Graduate Faculty

**COURTNEY McGAHEE** (2014)

*Assistant Professor in the Department of Physics and Astronomy*

B.S., M.S.; Appalachian State University  
Ph.D., Clemson University

**RICHARD GALE McGARRY** (1992)

*Professor in the Department of Languages, Literatures, and Cultures (Linguistics and ESL)*

B.A., Wake Forest University  
M.Div., Union Theological Seminary  
M.A., Ph.D., University of Florida  
Graduate Faculty

**JENNIFER RICHARDSON McGEE**

(2012)

*Assistant Professor in the Department of Curriculum and Instruction*

B.S., North Carolina State University  
M.S., University of Florida  
Ed.D., University of North Carolina at Charlotte  
Graduate Faculty

**ELIZABETH SUSAN MCGRADY** (2010)

*Assistant Professor in the Department of Nutrition and Health Care Management*

B.S., M.Ed., University of Florida  
M.H.A. Tulane University  
Ph.D., University of Tennessee

**MICHAEL J. McKEE** (2007)

*Professor in the Department of Economics*

B.A., Ph.D., Carleton University  
Graduate Faculty

**CATHY HARBISON McKINNEY** (1997)

*Professor in the Hayes School of Music*

B.S., Duke University  
M.A., University of Northern Colorado  
Ph.D., University of Miami  
Graduate Faculty

**THOMAS MICHAEL McLAUGHLIN**

(1977)

*Professor in the Department of English*

B.A., La Salle College  
M.A., Ph.D., Temple University  
Graduate Faculty

**CHRIS R. McNEIL** (2004)

*Associate Professor in the Department of Finance, Banking and Insurance; and Internship Coordinator for Finance and Banking*

B.S., Wake Forest University  
Ph.D., University of South Carolina



# The Register

---

**ALICE ANNE McRAE** (1994)

*Associate Professor in the Department of Computer Science*  
B.S., University of Virginia  
M.S., Ph.D., Clemson University  
Graduate Faculty

**BEVERLY DAWN MEDLIN** (1988)

*Professor in the Department of Computer Information Systems*  
B.A., M.A., Appalachian State University  
Ed.D., Virginia Tech  
Graduate Faculty

**OLGA MENAGARISHVILLI** (2016)

*Assistant Professor in the Department of English*  
B.A., M.A., Ivanovo State University  
M.A., Bowling Green State University  
Ph.D., University of Minnesota

**JEANNE A. MERCER-BALLARD** (2004)

*Associate Professor in the Department of Technology and Environmental Design*  
B.F.A., Iowa State University  
M.A., Cornell University  
Graduate Faculty

**EDWARD K. MERRITT** (2012)

*Assistant Professor in the Department of Health and Exercise Science*  
B.S., Virginia Tech  
M.S., Ph.D., The University of Texas at Austin  
Graduate Faculty

**MARCO MEUCCI** (2014)

*Clinical Assistant Professor in the Department of Health and Exercise Science*  
B.S.S., University of Rome Foro Italico (Italy)  
M.S., Universidade de Trás-os-Montes e Alto Douro (Portugal)  
Ph.D. University of Rome Foro Italico (Italy)  
Graduate Faculty

**MARTIN B. MEZNAR** (2007)

*Associate Dean for International Programs and Assessment in the Walker College of Business and Professor in the Department of Management*  
B.A., B.S., Bryan College  
M.S., The Univ. of Texas at Dallas  
Ph.D., University of South Carolina (Columbia)  
Graduate Faculty

**KURT DAVID MICHAEL** (1999)

*Professor in the Department of Psychology*  
B.A., University of Colorado at Boulder  
M.S., Ph.D., Utah State University  
Graduate Faculty

**ARA EDISON MIDGETT** (1988)

*Professor in the Department of Art*  
B.F.A., M.F.A., East Carolina University

**DAVID JASON MILLER** (2012)

*Assistant Professor in the Department of Technology and Environmental Design*  
B.A., Washington and Lee University  
M.Arch., North Carolina State University  
Graduate Faculty

**DOUGLAS EVAN MILLER** (1980)

*Professor in the Hayes School of Music*  
B.M.E., University of North Carolina at Greensboro  
M.M.A., Manhattan School of Music  
Ed.D., University of North Carolina at Greensboro  
Graduate Faculty

**GERALDINE A. MILLER** (1992)

*Professor in the Department of Human Development and Psychological Counseling*  
B.A., Moorhead State University  
M.S.E., Univ. of Wisconsin-River Falls  
Ph.D., Ball State University  
Graduate Faculty

**RAY MILLER** (2005)

*Professor in the Department of Theatre and Dance and in the Department of Cultural, Gender and Global Studies*  
B.S., Kent State University  
M.S., Ph.D., University of Oregon

**VACHEL W. MILLER** (2008)

*Associate Professor in the Department of Leadership and Educational Studies*  
B.A., Saint John's University  
M.A., University of Minnesota  
Ed.D., University of Massachusetts Amherst  
Graduate Faculty

**SUSAN WILSON MILLS** (2006)

*Professor in the Hayes School of Music*  
B.A., Rollins College  
M.A., Ed.D., Univ. of Central Florida  
Graduate Faculty

**DIANE PAULL MINES** (1999)

*Professor and in the Department of Anthropology*  
B.A., University of Washington  
M.A., Ph.D., University of Chicago  
Graduate Faculty

**JESSICA MITCHELL** (2014)

*Associate Professor in the Environmental Science Program*  
B.S., Utah State University  
M.S., University of Maryland  
Ph.D., Idaho State University

**TERRI DENISE MITCHELL** (2007)

*Associate Professor in the Department of Recreation Management and Physical Education*  
B.S.J., M.S., West Virginia University  
Ph.D., University of Florida  
Graduate Faculty

**PAMELA MITCHEM** (2004)

*Associate Professor and Librarian; and Preservation and Digital Projects Archivist*  
B.A., Gardner-Webb University  
M.A., Ed.S., Appalachian State University

**ROBIN A. MOELLER** (2011)

*Associate Orifessir in the Department of Leadership and Educational Studies*  
B.A., University of Northern Iowa  
M.A., University of Northern Iowa  
Ph.D., Indiana University

**DEREK JASON MOHR** (2000)

*Professor in the Department of Recreation Management and Physical Education*  
B.S., Appalachian State University  
M.S., Ed.D., West Virginia University

**TETYANA MOLODTSOVA** (2013)

*Assistant Professor in the Department of Economics*  
M.S., Odessa National University  
Ph.D., University of Houston

**OLGA ZATEPILINA MONACELL**(2010)

*Assistant Professor in the Department of Communication*  
B.A., State University of Moldova, Chisinau  
M.S., University of Louisiana at Lafayette  
Ph.D., Syracuse University

## The Register

---

**ANNE MARIE MOODY** (2014)

*Visiting Assistant Professor in the Department of Health and Exercise Science*

B.S., High Point University

M.S., Appalachian State University

Ph.D. University of Pittsburgh

**NINA-JO MOORE** (1987)

*Professor in the Department of Communication*

B.A., University of South Florida

M.A., University of Georgia

Ph.D., University of Maryland

**CHARLES ROBIN MOREHOUSE** (2008)

*Associate Professor in the Department of Communication Sciences and Disorders*

B.Sc., M.Sc., Dalhousie University

M.A., Au.D., University of Florida

Graduate Faculty

**OWEN ASHTON MORGAN** (2008)

*Associate Professor in the Department of Economics*

B.A., University of Humber

M.A., Ph.D., University of Delaware

**R. DARRELL MORRIS** (1989)

*Professor in the Department of Reading Education and Special Education and Director of the Reading Clinic*

B.A., Randolph-Macon College

M.A., University of Richmond

Ed.D., University of Virginia

Graduate Faculty

**BEVERLY ANN MOSER** (1997)

*Professor in the Department of Languages, Literatures, and Cultures (German)*

B.S., M.S., Ph.D., Georgetown University

Graduate Faculty

**DIANA L. MOSS** (2014)

*Assistant Professor in the Department of Curriculum and Instruction*

B.A., M.S., Ph.D., University of Reno

Graduate Faculty

**LYNN H. MOSTELLER** (2004)

*Practitioner-in-Residence and Director of Advising in the Department of Psychology*

B.A., Lenoir-Rhyne College

M.S.W., University of Kansas

**JAMIE LYNN MOUL** (1987)

*Associate Professor in the Department of Health and Exercise Science*

B.S., West Chester State College

M.Ed., University of Virginia

Ed.D., University of North Carolina

at Greensboro

**CHISHIMBA NATHAN MOWA** (2005)

*Associate Professor in the Department of Biology*

B.V.M., University of Zambia (Lusaka, Zambia)

M.V.M., Glasgow University (Glasgow, Scotland)

Ph.D., Hokkaido University (Sapporo, Japan)

Graduate Faculty

**PRECIOUS MUDIWA** (2007)

*Associate Professor in the Department of Leadership and Educational Studies*

B.Ed., University of Zimbabwe

M.Ed., Ed.D., Idaho State University

Graduate Faculty

**THOMAS SCOTT MUELLER** (2009)

*Assistant Professor in the Department of Communication*

B.A., University of Wisconsin-Eau Claire

M.B.A., Otterbein University

Ph.D., University of Florida

**KENNETH BRADLEY MUIR** (1998)

*Professor in the Department of Sociology*

B.A., Oakland University

M.A., University of Florida

Ph.D., Virginia Tech

Graduate Faculty

**KENNETH LEE MULLEN** (1992)

*Associate Professor in the Department of Government and Justice Studies*

B.S., California State University, Hayward

M.S., California State University, Sacramento

Ph.D., State University of New York, Albany

Graduate Faculty

**DEAN E. MUNDY** (2010)

*Assistant Professor in the Department of Communication*

B.A., M.A., Ph.D., The University of North Carolina at Chapel Hill

**DANIEL S. MURPHY** (2003)

*Associate Professor in the Department of Government and Justice Studies*

B.S., University of Wisconsin-Madison

M.A., University of Wisconsin-Milwaukee

Ph.D., Iowa State University

Graduate Faculty

**ZACK ERNEST MURRELL** (1998)

*Professor and Assistant Chair of the Department of Biology*

B.S., Davidson College

M.S., Univ. of Tennessee, Knoxville

Ph.D., Duke University

Graduate Faculty

**BRADLEY NASH, JR.** (2002)

*Associate Professor in the Department of Sociology*

B.S., Northland College

M.A., Central Michigan University

Ph.D., Virginia Tech

Graduate Faculty

**JENNIFER NATALE** (2016)

*Assistant Professor and Librarian*

B.S., University of Connecticut

M.S.C.P.S., Springfield College

M.L.I.S., Rutgers University

**ALAN R. NEEDLE** (2013)

*Assistant Professor in the Department of Health and Exercise Science*

B.S., Boston University

M.S., Ph.D., University of Delaware

Graduate Faculty

**MURUGI NDIRANGU** (2014)

*Associate Professor in the Department of Nutrition and Health Care Management*

B.Ed., M.Ed, Kenyatta University

Ph.D., University of Southern Mississippi

**PETER JOHN NELSEN** (2007)

*Associate Professor in the Department of Leadership and Educational Studies*

B.A., M.S., Ph.D., University of New Hampshire

Graduate Faculty

**GARY M. NEMCOSKY** (1989)

*Professor in the Department of Art*

B.F.A., West Virginia University

M.F.A., East Carolina University



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---

**HOWARD SCOTT NEUFELD** (1987)  
*Professor in the Department of Biology*  
B.S., Rutgers University  
M.Forestry, Yale University  
Ph.D., University of Georgia  
Graduate Faculty

**ADAM J. NEWMARK** (2004)  
*Associate Professor in the Department of Government and Justice Studies*  
B.A., University of Florida  
M.A., University of South Florida  
M.A., University of Birmingham  
Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**DAVID C. NIEMAN** (1990)  
*Professor in the Department of Health and Exercise Science*  
B.S., Pacific Union College  
MPH, DHSc, Loma Linda University  
Graduate Faculty

**CYNTHIA ANNE NORRIS** (1995)  
*Professor in the Department of Computer Science*  
B.S., St. Mary's College of Maryland  
M.S., Texas A&M University  
Ph.D., Univ. of Delaware, Newark  
Graduate Faculty

**HEATHER HULBURT NORRIS** (2003)  
*Dean of the Walker College of Business and Professor in the Department of Finance, Banking and Insurance*  
B.B.A., James Madison University  
M.S., Ph.D., Pennsylvania State University

**MARK NUNES** (2014)  
*Professor and Chair of the Department of Cultural, Gender and Global Studies*  
B.A., M.A., Columbia University  
M.A., University of Virginia  
Ph.D., Emory University

**MARK L. NYSTROM** (2007)  
*Assistant Professor in the Department of Art*  
B.S., Virginia Tech  
M.F.A., Rhode Island School of Design

**JOYCE OGBURN** (2013)  
*Dean of Libraries and Professor*  
B.A., University of North Carolina at Greensboro  
M.S.L.S., University of North Carolina at Chapel Hill  
M.A., Indiana University

**GEORGE H. OLSON** (1991)  
*Professor in the Department of Leadership and Educational Studies*  
B.A., American International College  
M.A., University of New Hampshire  
Ph.D., Florida State University  
Graduate Faculty

**MARGOT ALLENSWORTH OLSON** (1996)  
*Professor in the Department of Technology and Environmental Design*  
B.S., Carnegie-Mellon University  
M.S., Ph.D., Florida State University  
Graduate Faculty

**MICHAEL M. OPATA** (2016)  
*Associate Professor in the Department of Biology*  
B.S., Rust College  
M.S., Jackson State University  
Ph.D., University of Kentucky College of Medicine

**ELAINE J. O'QUINN** (1999)  
*Professor in the Department of English*  
B.A., M.A., East Tennessee State University  
Ph.D., Virginia Tech  
Graduate Faculty

**PAUL T. ORKISZEWSKI** (2002)  
*Associate Professor and Librarian*  
B.M., M.M., Rice University  
M.L.I.S., The Univ. of Texas at Austin

**MARIA PATRICIA ORTIZ-OWENS** (2004)  
*Associate Professor in the Department of Languages, Literatures, and Cultures (Spanish)*  
B.A., M.A., University of St. Thomas (Houston)  
Ph.D., University of Houston  
Graduate Faculty

**DAVID L. ORVIS** (2008)  
*Associate Professor in the Department of English*  
B.A., Washington College  
M.A., Ph.D., University of Arizona  
Graduate Faculty

**PATRICK M. O'SHEA** (2010)  
*Assistant Professor in the Department of Leadership and Educational Studies*  
B.A., M.A., Ph.D., Old Dominion University  
Graduate Faculty

**PAVEL I. OSINSKY** (2008)  
*Associate Professor in the Department of Sociology*  
B.A., Moscow University, Moscow, Russia  
M.A., University of Iowa  
Ph.D., Northwestern University  
Graduate Faculty

**CHRISTOPHER RUSSELL OSMOND** (2010)  
*Assistant Professor in the Department of Leadership and Educational Studies*  
B.A., Wesleyan University  
M.A., Stanford University  
Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**CONRAD EUGENE OSTWALT, JR.** (1988)  
*Professor in the Department of Philosophy and Religion*  
B.A., The University of North Carolina at Chapel Hill  
M.Div., Southeastern Baptist Theological Seminary  
Ph.D., Duke University  
Graduate Faculty

**RANDALL D. OUTLAND** (1995)  
*Lecturer in the Hayes School of Music*  
B.M., University of Tennessee, Knoxville  
M.M., Catholic University of America

**LINDA C. PACIFICI** (1999)  
*Associate Professor in the Department of Curriculum and Instruction*  
B.A., Virginia Tech  
M.S., Radford University  
Ph.D., Virginia Tech

**AMY DELLINGER PAGE** (2005)  
*Associate Professor and Chair of the Department of Sociology*  
B.A., University of North Carolina at Wilmington  
M.A., Radford University  
Ph.D., University of Tennessee

# The Register

---

**KATRINA MARIE PALMER** (2004)  
*Associate Professor in the Department of Mathematical Sciences*  
B.S., Roanoke College  
M.A., Appalachian State University  
Ph.D., Emory University  
Graduate Faculty

**RAJAT PANWAR** (2016)  
*Associate Professor in the Department of Management*  
B.S., C.C.S. University, India  
M.B.A., Lucknow University, India  
Ph.D., Oregon State University  
D.B.A., Grenoble Ecole De Management, France

**DOLORES ANN PARKS** (1991)  
*Professor in the Department of Computer Science*  
B.A., M.S., Ph.D., University of Kentucky  
Graduate Faculty

**ROBERT MITCHELL PARRY** (2012)  
*Assistant Professor in the Department of Computer Science*  
B.S., University of Virginia  
M.S., Ph.D., Georgia Institute of Technology  
Graduate Faculty

**CHRISTOPHER PATTI** (2013)  
*Assistant Professor in the Department of Communication*  
B.A., M.A., California State University, Long Beach  
Ph.D., University of South Florida

**ERICA PATILLO** (2016)  
*Assistant Dean of Libraries and Associate Professor*  
B.A., Old Dominion University of Norfolk Virginia  
M.S.L.S., University of North Carolina at Chapel Hill

**DINESH PAUDEL** (2014)  
*Assistant Professor in the Department of Sustainable Development*  
B.S., Institute of Forestry, Tribhuvan University, Nepal  
M.Phil., University of Cambridge, UK  
Ph.D., University of Minnesota

**JAMES RICHARD PEACOCK** (2003)  
*Professor in the Department of Sociology*  
B.Phil., M.G.S., Miami University, Ohio  
Ph.D., University of Akron  
Graduate Faculty

**KENNETH E. PEACOCK** (1983)  
*Former Chancellor of Appalachian State University and Professor in the Department of Accounting*  
B.S., Mars Hill College  
M.S., Ph.D., Louisiana State University

**EDGAR LYMAN PECK** (2009)  
*Senior Lecturer in the Department of Recreation Management and Physical Education*  
A.A., Mohawk Valley Community College  
B.A., B.S., M.Ed., University of North Carolina at Greensboro

**JULIA A. PEDIGO** (1985)  
*Professor in the Hayes School of Music*  
B.M.E., Illinois Wesleyan University  
M.M., College-Conservatory of Music, University of Cincinnati  
A.M.D., The University of Michigan  
Graduate Faculty

**P. KUMUNDU PEIRIS** (2013)  
*Lecturer in the Department of Chemistry*  
B.S., University of Sri Jayewardenpura  
Ph.D., Mississippi State University

**WILLIAM LYLE PELTO** (2009)  
*Dean of the Hayes School of Music and Professor of Music*  
B.A., Yale University  
M.A., San Francisco State University  
Ph.D., The Univ. of Texas at Austin

**MYRA LEA PENNELL** (1996)  
*Professor in the Department of History*  
B.S., M.A., Appalachian State University  
Ed.D., University of North Carolina at Greensboro  
Graduate Faculty

**TIMOTHY JAMES PERRI** (1980)  
*Professor in the Department of Economics*  
B.S., University of Kentucky  
M.A., Ph.D., The Ohio State University  
Graduate Faculty

**L. BAKER PERRY** (2007)  
*Associate Professor in the Department of Geography and Planning*  
B.A., Duke University  
M.A., Appalachian State University  
Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**ELICKA S.L. PETERSON** (2003)  
*Associate Professor in the Department of Government and Justice Studies*  
B.S., M.A., Ph.D., University of Missouri-St. Louis  
Graduate Faculty

**BILL PHILLIPS** (2012)  
*Lecturer in the Department of Computer Information Systems and Supply Chain Management*  
B.S., University of South Carolina  
M.B.A., University of South Carolina

**DEBORAH L. PHILLIPS** (2010)  
*Associate Professor in the Department of Social Work*  
B.A., Furman University  
M.S., Florida State University  
M.S.W., Ph.D., University of Georgia  
Graduate Faculty

**JOHN C. PINE** (2009)  
*Professor in the Department of Geography and Planning and Director of the Research Institute for Environment, Energy, and Economics*  
B.A., Rhodes College  
M.Ed., Ed.D., University of Georgia  
Graduate Faculty

**ALEXANDER HARRIS PITOFSKY** (2001)  
*Professor in the Department of English*  
B.A., Columbia University  
J.D., Georgetown University  
Ph.D., University of Virginia  
Graduate Faculty

**SUSAN MAYFIELD POGOLOFF** (1997)  
*Associate Professor in the Department of Reading Education and Special Education*  
B.S.Ed., University of Oklahoma  
M.S., Ph.D., University of Wisconsin-Madison  
Graduate Faculty

## The Register

---

**LISA L. POLING** (2010)

*Assistant Professor in the Department of Curriculum and Instruction*

B.S., Franklin University

M.A., Wright State University

Ph.D., The Ohio State University

Graduate Faculty

**CAROL POLLARD** (2005)

*Professor in the Department of Computer Information Systems*

B.S., M.B.A., Ph.D., University of Pittsburgh

Graduate Faculty

**WILLIAM B. POLLARD** (1981)

*Professor in the Department of Accounting and Director of the Master of Science in Accounting Program*

B.A., Mars Hill College

M.A., Appalachian State University

Ph.D., University of South Carolina

Graduate Faculty

**PHOEBE A. POLLITT** (2007)

*Associate Professor in the Department of Nursing*

B.S.N., The University of North Carolina at Chapel Hill

M.A., Appalachian State University

Ph.D., University of North Carolina at Greensboro

M.S.N., East Carolina University

Graduate Faculty

**J. ALEX POORMAN** (2007)

*Associate Professor in the Department of Technology and Environmental Design*

Bachelor of Interior Architecture, Kansas State University

Master of Architecture, North Carolina State University

**SUSAN POORMAN** (2008)

*Lecturer in the Department of Communication*

B.A., University of North Carolina at Charlotte

M.A., University of South Carolina

**HANNAH POPE** (2016)

*Assistant Professor and Librarian*

B.A., North Carolina State University

M.S.L.S., University of North Carolina at Chapel Hill

**JANICE TALLEY POPE** (1995)

*Professor in the Department of Communication*

B.A., M.A., Ph.D., The University of Alabama (Tuscaloosa)

Graduate Faculty

**PRISCILLA PEBBLES PORTERFIELD**

(1990)

*Professor in the Hayes School of Music*

B.M., M.M., D.M.A., University of Michigan

Graduate Faculty

**WILLIAM H. POST** (2006)

*Lecturer in the Department of Government and Justice Studies*

B.A., M.S., Florida State University

**RICHARD W. POWDER** (2000)

*Professor in the Department of Management*

B.S., M.S., State University of New York at Stony Brook

Ph.D., University of Connecticut

Graduate Faculty

**DEBBIE POULOS** (1999)

*Lecturer in the Department of Communication*

B.S., M.A., Appalachian State University

**BENJAMIN C. POWELL** (2007)

*Associate Professor in the Department of Management*

A.B., Princeton University

M.B.A., The University of North Carolina at Chapel Hill

M.A., Ph.D., University of Pennsylvania, Wharton School

Graduate Faculty

**DANA ELIZABETH POWELL** (2011)

*Assistant Professor in the Department of Anthropology*

B.A., Guilford College

M.A., Ph.D., The University of North Carolina at Chapel Hill

**J. MARK POWELL** (2016)

*Assistant Professor in the Department of English*

B.A., The Citadel

M.F.A., University of South Carolina

M.A.R., Yale University

**HEATHER PAIGE PRESTON** (2001)

*Lecturer in the Department of Communication*

B.S., M.S., Ohio University

**SHERONE DEVONE PRICE** (2008)

*Associate Professor in the Department of Theatre and Dance*

B.F.A., University of North Carolina at Greensboro

M.F.A., Hollins University

**KIMBERLY S. PRIODE** (2011)

*Instructor in the Department of Nursing*

B.S.N., Radford University

M.S.N., University of North Carolina at Greensboro

**RICHARD S. PRISCO** (2010)

*Professor in the Department of Technology and Environmental Design*

B.S., University of Bridgeport

M.F.A., Rochester Institute of Technology

**ALVIN C. PROFFIT** (2006)

*Associate Professor in the Department of Leadership and Educational Studies*

B.A., M.A., Marshall University

Ed.D., West Virginia University

Graduate Faculty

**ILA S. PROUTY** (2009)

*Assistant Professor in the Department of Art*

B.F.A., Brown University

M.F.A., California College of the Arts

**LIBBY G. PUCKETT** (2005)

*Associate Professor in the Department of Chemistry*

B.S., Eastern Kentucky University

Ph.D., University of Kentucky

**WILLIAM PURCELL** (2000)

*Lecturer in the Department of Communication*

B.A., Appalachian State University

M.A., University of North Carolina at Greensboro

**GERI PURPUR** (2009)

*Senior Lecturer and Librarian*

B.A., University of Wisconsin Madison

M.A.L.S., Dominican University at River Forest Illinois

M.A.E.S., Appalachian State University

**ARTHUR J. QUICKENTON** (1979)

*Associate Professor in the Department of Curriculum and Instruction*

B.A., Marist College

M.S.Ed., Texas A&M University

Ph.D., University of Texas at Austin

# The Register

---

**ERIK RABINOWITZ** (2005)

*Associate Professor in the Department of Recreation Management and Physical Education*

B.A., Colorado State University  
M.S., Ph.D., Southern Illinois Univ.  
Graduate Faculty

**MICHAEL B. RAMEY** (2003)

*Associate Professor in the Department of Chemistry*

B.S., Virginia Tech  
Ph.D., University of Florida

**LAURIE A. RAMIREZ** (2009)

*Assistant Professor in the Department of Curriculum and Instruction*

B.A., M.A., Ph.D., University of Utah  
Graduate Faculty

**JEFFREY EARL RAMSDELL** (2003)

*Professor in the Department of Technology and Environmental Design and Director of the Appalachian State University Energy Center*

B.S.M.E., University of Florida  
M.B.A., Rollins College  
Ph.D., University of Central Florida  
Graduate Faculty

**COLIN TUCKER RAMSEY** (2002)

*Associate Professor in the Department of English*

B.A., University of Iowa  
M.A., Univ. of Arkansas at Little Rock  
Ph.D., University of Missouri  
Graduate Faculty

**THOMAS PATRICK RARDIN** (1988)

*Associate Professor in the Department of Philosophy and Religion*

A.B., Ohio University  
M.A., Ph.D., Washington University in St. Louis

**ALI RAZA** (2004)

*Associate Professor in the Department of Art*

B.F.A., National College of Arts, Lahore, Pakistan  
M.F.A., University of Minnesota

**GREGORY GEORGE RECK** (1972)

*Professor in the Department of Anthropology*

B.A., University of Houston  
M.A., Ph.D., Catholic University of America

**THERESA A. REDMOND** (2011)

*Assistant Professor in the Department of Curriculum and Instruction*

B.A., Saint Michael's College  
M.A., Appalachian State University  
Ed.D., Boston University  
Graduate Faculty

**RANDALL W. REED** (2007)

*Associate Professor in the Department of Philosophy and Religion*

B.A., California State Univ., Northridge  
M.A., Claremont Graduate University  
Ph.D., University of Chicago

**TRACY NELSON REED** (2009)

*Assistant Professor in the Department of Accounting*

B.S., M.Acc., Eastern Michigan Univ.  
Ph.D., Virginia Tech  
Graduate Faculty

**THOMAS MURRAY REEVES** (1998)

*Practitioner-in-Residence in the Department of Technology and Environmental Design*

A.A., Sandhills Community College  
B.S., M.A., Appalachian State University

**ERIC FILLMORE REICHARD** (1973)

*Professor in the Department of Technology and Environmental Design*

A.S., Lees-McRae College  
B.S., M.A., Ed.S., Appalachian State University

**MARY L. REICHEL** (1992)

*Special Assistant to the Provost; Professor and Librarian*

B.A., Grinnell College  
M.Sc.Econ., University of Wales  
M.A., University of Denver  
Ph.D., Georgia State University

**MELODY S. REID** (2014)

*Lecturer in the Hayes School of Music*

B.M., M.M., Appalachian State University  
Ph.D., Aalborg University

**LAUREN E. RENKERT** (2000)

*Associate Professor and Interim Chair of the Department of Social Work*

B.S.W., Florida Atlantic University  
M.S.W., Barry University  
Ph.D., University of Tennessee  
Graduate Faculty

**SCOTT RELYEA** (2016)

*Assistant Professor in the Department of History*

B.S., Northwestern University  
M.A., George Washington University  
M.A., University of London  
Ph.D., University of Chicago

**RODNEY THOMAS REYNERSON**

(1980)

*Professor in the Hayes School of Music*

B.M., Murray State University  
M.M., D.M., Indiana University  
Graduate Faculty

**RICHARD RHEINGANS** (2016)

*Chair and Professor in the Department of Sustainable Development*

B.A., Yale University  
M.A., Yale University  
Ph.D., Yale School of Forestry and Environmental Studies

**GEORGIA BESS RHOADES** (1991)

*Professor in the Department of English and Coordinator of the Writing Across the Curriculum Program*

B.A., M.A., Western Kentucky University  
Ph.D., University of Louisville  
Graduate Faculty

**GREGORY SCOTT RHOADS** (1995)

*Associate Professor in the Department of Mathematical Sciences*

B.S., Virginia Tech  
M.S., Ph.D., Purdue University  
Graduate Faculty

**DEA RICE** (2014)

*Associate Professor and Librarian*

B.A., M.S.I.S., University of Tennessee, Knoxville

**SCOTT EDWIN RICE** (2014)

*Assistant Professor and Librarian*

B.A., Hope College  
M.A., Tulane University  
M.S., University of Tennessee, Knoxville

**MATTHEW S. RICHARDS** (2016)

*Assistant Professor in the Department of Communication*

B.A., Marshall University  
M.A., Syracuse University  
Ph.D., University of Utah

# The Register

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**KEVIN RICHARDSON** (2012)

*Assistant Professor in the Hayes School of Music*

B.M.E., The University of Texas at Austin  
M.M., Northwestern State University of Louisiana  
D.M.A., University of Houston

**NORMA MYERS RIDDLE** (2010)

*Associate Professor and Librarian, University Archivist, and Director of Records Management*

B.S., M.A., East Tennessee State University  
M.S.L.S., University of Tennessee, Knoxville  
Graduate Faculty

**SEAN R. RIDLEY** (2010)

*Lecturer/Director of Forensics in the Department of Communication*

B.A., M.A., Wake Forest University

**LAURIE A. RIVERA** (2005)

*Senior Lecturer in the Department of Health and Exercise Science*

B.S., Appalachian State University  
M.Ed., The Citadel

**FORREST DOUGLAS ROBERTS** (2002)

*Associate Professor and Interim Chair of the Department of Accounting*

B.B.A., Southern Arkansas University  
M.B.A., University of Arkansas  
Ph.D., University of Tennessee.  
Graduate Faculty

**KAREN LEE ROBERTSON** (1995)

*Professor in the Hayes School of Music*

B.M., University of Tennessee, Knoxville  
M.M., University of Cincinnati  
D.M.A., University of Missouri at Kansas City

**PENNY ANNE ROBINETTE-TAYLOR**

(2007)

*Lecturer in the Department of Government and Justice Studies*

B.A., The University of North Carolina at Chapel Hill  
M.P.A., Appalachian State University

**MATTHEW BARNETT ROBINSON**

(1997)

*Professor in the Department of Government and Justice Studies*

B.S., M.S., Ph.D., Florida State University  
Graduate Faculty

**SUSAN DIANE ROGGENKAMP** (2000)

*Associate Dean in the Beaver College of Health Sciences and Associate Professor in the Department of Nutrition and Health Care Management*

B.A., Appalachian State University  
M.H.A., Ph.D., Virginia Commonwealth University

**MARTIN MENZO ROOT** (2008)

*Associate Professor in the Department of Nutrition and Health Care Management and Director of the Graduate Program in Nutrition*

B.S., M.S., Ph.D., Cornell University  
Graduate Faculty

**ANNKATRIN ROSE** (2005)

*Associate Professor in the Department of Biology*

B.S., Ph.D., University of Hamburg, Germany  
Graduate Faculty

**CHRISTINA M. ROSEN** (2007)

*Associate Professor in the Department of Human Development and Psychological Counseling*

B.A., St. Leo University  
M.A., Ed.D., University of Cincinnati  
Graduate Faculty

**EDWIN ROSENBERG** (1991)

*Professor in the Department of Sociology and Director of the Graduate Programs*

B.A., Michigan State University  
M.A., Ph.D., University of Southern California  
Graduate Faculty

**JOHN STANLEY ROSS** (2006)

*Associate Professor in the Hayes School of Music*

B.M.E., Olivet College  
M.M., University of Michigan  
D.M.A., Michigan State University  
Graduate Faculty

**THOMAS K. ROSS** (2016)

*Associate Professor in the Department of Nutrition and Health Care Management*

Ph.D., Saint Louis University

**IVAN CARL ROTEN** (2001)

*Associate Professor in the Department of Finance, Banking and Insurance*

B.S., North Carolina State University  
M.B.A., Ed.S., Appalachian State University  
Ph.D., University of Kentucky

**JAN C. ROWE** (1988)

*Senior Lecturer in the Department of Health and Exercise Science*

B.A., Slippery Rock University of Pennsylvania  
M.A., Ed.D., Appalachian State University

**JAYJIT ROY** (2010)

*Assistant Professor in the Department of Economics*

B.S., Presidency College  
M.A., Jawaharlal Nehru University  
M.A., Ph.D., Southern Methodist University  
Graduate Faculty

**MATTHEW RUBLE** (2014)

*Visiting Assistant Professor in the Department of Philosophy and Religion*

B.S., M.A., Appalachian State University  
M.A., Warwick University  
Ph.D., University of Tennessee

**ALYSSIA RUGGIERO** (2011)

*Assistant Professor in the Department of Art*

B.S., State University of New York at New Paltz  
M.S., Ph.D., Florida State University

**BARBARA RULE** (2008)

*Lecturer in the Department of Marketing*

B.S., Emory University  
M.B.A., Georgia State University

**LISA ADKINS RUNNER** (2006)

*Associate Professor in the Hayes School of Music*

B.A., Milligan College  
M.A., East Tennessee State University  
Ed.D., Appalachian State University  
Graduate Faculty

**TATYANA BONCHEVA RUSEVA** (2011)

*Assistant Professor in the Department of Government and Justice Studies*

B.A., M.A., Sofia University, Bulgaria  
Ph.D., Indiana University  
Graduate Faculty



## The Register

---

**CARL RAY RUSSELL** (1991)

*Associate Professor in the Department of Computer Science*

B.A., Freed-Hardeman College  
M.S., Memphis State University  
M.S., Ph.D., Georgia Institute of Technology

**JAMES A. RUSSELL** (2008)

*Associate Professor in the Department of Technology and Environmental Design*

B.S., Clemson University  
M.E., Ph.D., University of South Carolina (Columbia)  
Graduate Faculty

**RHONDA DOSS RUSSELL** (2010)

*Lecturer in the Department of Family and Consumer Sciences*

B.A., Freed-Hardeman University  
M.A., Appalachian State University

**CURTIS R. RYAN** (2002)

*Professor in the Department of Government and Justice Studies*

B.A., Drew University  
M.A.; Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**RENÉ ARMANDO SALINAS** (2004)

*Associate Professor in the Department of Mathematical Sciences*

B.S., B.S., Texas A&M Univ.-Kingsville  
Ph.D., Univ. of Tennessee, Knoxville  
Graduate Faculty

**TRACIE McLEMORE SALINAS** (2004)

*Associate Professor in the Department of Mathematical Sciences*

B.S., William Carey College  
M.S., Ph.D., University of Tennessee, Knoxville  
Graduate Faculty

**KENNETH J. SANCHAGRIN** (2014)

*Assistant Professor in the Department of Sociology*

B.A., College of Charleston  
J.D., Michigan State University  
M.A., Ph.D., The University of Iowa  
Graduate Faculty

**LYNN MOSS SANDERS** (1987)

*Professor in the Department of English*  
B.S., M.A., Appalachian State University  
Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty

**ROBERT L. SANDERS** (2003)

*Associate Professor in the Department of Leadership and Educational Studies and Associate Dean of the Cratis D. Williams Graduate School*

B.S., Indiana University  
M.S.L.S., University of Kentucky  
Ed.D., University of Cincinnati  
Graduate Faculty

**JOSE ALMER T. SANQUI** (2003)

*Professor in the Department of Mathematical Sciences*

B.S., Univ. of the Phillipines, Los Banos  
M.S., Univ. of the Phillipines, Diliman  
Ph.D., Bowling Green State Univ.  
Graduate Faculty

**DENNIS MICHAEL SCANLIN** (1984)

*Professor in the Department of Technology and Environmental Design*

B.S., Pennsylvania State University  
M.A., Ed.D., West Virginia University  
Graduate Faculty

**ALLAN GREGORY SCHERLEN** (2001)

*Professor and Librarian*

B.A., The Univ. of Texas at San Antonio  
M.L.S., Appalachian State University  
M.L.I.S., University of North Carolina at Greensboro

**RENEE GANNON SCHERLEN** (1992)

*Professor in the Department of Government and Justice Studies*

B.S.F.S., Georgetown University  
M.A., Ph.D., The University of Texas at Austin  
Graduate Faculty

**KEVIN SCHILBRACK** (1992)

*Professor and Chair of the Department of Philosophy and Religion*

B.A., Rollins College  
M.A., Ph.D., The University of Chicago

**NANCY APRIL SCHNEELOCH-BINGHAM** (2001)

*Associate Professor in the Hayes School of Music*

B.M., M.M., Appalachian State University  
D.M., Florida State University  
Graduate Faculty

**KATHLEEN ANN SCHROEDER** (1995)

*Professor and Chair of the Department of Geography and Planning*

B.A., M.A., The Univ. of Texas at Austin  
Ph.D., University of Minnesota  
Graduate Faculty

**GWENDOLYN ROBBINS SCHUG**

(2007)

*Associate Professor in the Department of Anthropology*

B.S., M.S., Ph.D., University of Oregon

**ALEXANDER D. SCHWAB** (2005)

*Associate Professor in the Department of Chemistry*

B.S., University of Illinois at Urbana-Champaign  
Ph.D., University of Akron

**MARK SCHWARZE** (2014)

*Assistant Professor in the Department of Human Development and Psychological Counseling*

B.A., M.A., University of North Carolina at Pembroke  
Ph.D., North Carolina State University

**STEVEN WYANT SEAGLE** (2004)

*Professor in the Department of Biology*

B.A., The University of North Carolina at Chapel Hill  
M.S., Ph.D., University of Tennessee, Knoxville  
Graduate Faculty

**MARY ELIZABETH SEARCY** (2000)

*Professor in the Department of Mathematical Sciences*

B.S., Gardner-Webb University  
M.S., Clemson University  
Ph.D., University of Georgia  
Graduate Faculty

**LYNN A. SEARFOSS** (2002)

*Associate Professor in the Department of English*

B.A., M.A., University of Toledo  
Ph.D., Purdue University  
Graduate Faculty

**LAURIE RUTH SEMMES** (2003)

*Associate Professor in the Hayes School of Music*

B.M., Lawrence University  
M.M., Eastman School of Music  
Ph.D., Florida State University  
Graduate Faculty



# The Register

---

**JODY MARGARET SERVON** (2004)  
*Associate Professor in the Department of Art and Director of the Catherine J. Smith Gallery*  
B.F.A., Rutgers University; M.F.A., University of Arizona

**BAIR D. SHAGDARON** (2000)  
*Professor in the Hayes School of Music*  
B.M., M.M., D.M.A., Moscow State Tchaikovsky Conservatory (Russia)  
Graduate Faculty

**ROBERT ANDREW SHANELY** (2008)  
*Associate Professor in the Department of Health and Exercise Science*  
B.S., California State Univ., Fullerton  
M.A., Northern Arizona University  
Ph.D., University of Florida  
Graduate Faculty

**REBECCA KAY SHANKLAND** (2009)  
*Assistant Professor in the Department of Reading Education and Special Education*  
B.A., M.A., Ph.D., Michigan State University  
Graduate Faculty

**XIAORONG SHAO** (2006)  
*Associate Professor and Librarian*  
B.S., Northwest Agricultural University, China  
M.S., University of Reading, UK  
Ph.D., Pennsylvania State University  
M.I.L.S., Clarion University of Pennsylvania

**IRYNA SHARAIEVSKA** (2014)  
*Assistant Professor in the Department of Recreation Management and Physical Education*  
B.A., M.S., Keiv National Taras Shevchenko University  
Ph.D., University of Illinois at Urbana-Champaign

**LaSHANDA SHELL** (2016)  
*Assistant Professor in the Department of Nursing*  
B.S.N., University of North Carolina at Chapel Hill  
M.S.N., Duke University  
Ph.D., University of Virginia

**JAMES PATRICK SHERMAN** (2008)  
*Professor in the Department of Physics and Astronomy*  
B.S., Iowa State University  
M.S., University of Rochester  
Ph.D., Colorado State University  
Graduate Faculty

**RACHEL S. SHINNAR** (2004)  
*Associate Professor in the Department of Management*  
B.A., Tel-Aviv University  
M.S., Ph.D., University of Nevada, Las Vegas

**KEVIN LYNN SHIRLEY** (2009)  
*Associate Professor in the Department of Mathematical Sciences*  
B.A., Hendrix College  
M.S., Ph.D., Vanderbilt University

**GEORGE DAVID SHOWS** (2013)  
*Assistant Professor in the Department of Marketing*  
B.S., M.B.A., University of Southern Mississippi  
Ph.D., Louisiana Tech University

**CHRISTOPHER SCOTT SHREVE** (2008)  
*Lecturer in the Department of Health and Exercise Science*  
B.S., M.S., Virginia Tech

**RITCHIE GENE SHUFORD** (2012)  
*Lecturer in the Department of Health, Leisure and Exercise Science*  
A.A., Western Piedmont Community College  
B.A., The University of North Carolina at Chapel Hill  
M.A., Appalachian State University

**ELIZABETH REEVES SHULSTAD** (2009)  
*Associate Professor in the Hayes School of Music*  
B.A., Converse College  
M.M., Ph.D., Florida State University  
Graduate Faculty

**BENJAMIN ANDREW SIBLEY** (2007)  
*Associate Professor in the Department of Recreation Management and Physical Education*  
B.S., Wake Forest University  
M.A., University of South Carolina (Columbia)  
Ph.D., Arizona State University

**LYNN MARIE SIEFFERMAN** (2007)  
*Associate Professor in the Department of Biology*  
B.A., B.S., Indiana University  
Ph.D., Auburn University  
Graduate Faculty

**SAMUELLA B. SIGMANN** (2002)  
*Lecturer in the Department of Chemistry*  
B.S., M.A., Appalachian State University

**TIMOTHY HOWARD SILVER** (1984)  
*Professor in the Department of History*  
B.A., M.A., Appalachian State University  
Ph.D., College of William and Mary  
Graduate Faculty

**KATHLEEN MARIE LITWIN SIMON** (1994)  
*Associate Professor in the Department of Government and Justice Studies*  
B.A., Loyola University of Chicago  
M.A., Appalachian State University  
Ph.D., Univ. of Tennessee, Knoxville

**ALAN E. SINGER** (2008)  
*Professor in the Department of Management*  
B.A., Oxford University  
B.S., University of London  
Ph.D., University of Canterbury, Christchurch  
Graduate Faculty

**DAVID J. SITAR** (2012)  
*Astronomy Laboratory Instructor in the Department of Physics and Astronomy*  
B.S., M.S., Eastern Michigan University

**ANDREW R. SMITH** (2011)  
*Assistant Professor in the Department of Psychology*  
B.A., California State University, Fresno  
Ph.D., The University of Iowa  
Graduate Faculty

**CAROLINE J. SMITH** (2013)  
*Assistant Professor in the Department of Health and Exercise Science*  
B.Sc., Ph.D., Loughborough University (United Kingdom)  
Graduate Faculty

**CATHERINE C. SMITH** (2013)  
*Assistant Professor in the Department of Reading Education and Special Education*  
B.A., M.S., Ph.D., University of Tennessee, Knoxville

## The Register

---

**KERMIT STEPHEN (STEVE) SMITH** (1997)

*Lecturer in the Department of Communication*

B.S., Ohio University

M.A., Appalachian State University

**RACHEL L. SMITH** (2012)

*Assistant Professor in the Department of Physics and Astronomy*

B.S., Cornell University

M.S., Ph.D., University of California, Los Angeles

**TIMOTHY J. SMITH** (2008)

*Chair of the Department of Anthropology*

B.A., B.S., Tulane University

M.A., Ph.D., State University of New York at Albany

Graduate Faculty

**TRACY W. SMITH** (2000)

*Professor in the Department of Curriculum and Instruction*

A.B., The University of North Carolina at Chapel Hill

M.A., Appalachian State University

Ph.D., University of North Carolina at Greensboro

Graduate Faculty

**JENNIFER STERLING SNODGRASS** (2005)

*Associate Professor in the Hayes School of Music*

B.M., Meredith College

M.M., University of Tennessee

Ph.D., University of Maryland

Graduate Faculty

**JAMES C. SOKELL** (2016)

*Visiting Assistant Professor in the Department of Nutrition and Health Care Management*

J.D., Cleveland State University

**JENNA SORRELLS** (2016)

*Lecturer in the Department of Recreation Management and Physical Education*

B.S., Appalachian State University

M.P.H., UNC Greensboro

**JEFFREY TOD SOUKUP** (2003)

*Clinical Instructor in the Department of Health and Exercise Science and Director of the Appalachian Cardiopulmonary Rehabilitation Program at Watauga Medical Center*

B.S., Florida Southern College

M.S.S., U.S. Sports Academy

Ph.D., University of Southern Mississippi

Graduate Faculty

**CAROL SHIVEL SOULÉ** (1993)

*Lecturer in the Department of Family and Consumer Sciences*

B.A., Florida Atlantic University

M.A., University of Georgia

**PETER THOMAS SOULÉ** (1993)

*Professor in the Department of Geography and Planning*

B.A., Florida Atlantic University

M.A., Appalachian State University

Ph.D., University of Georgia

Graduate Faculty

**BENJAMIN JOHN SOUZA** (2008)

*Assistant Professor in the Department of Languages, Literatures, and Cultures (Spanish)*

B.A., Idaho State University

M.A., Brigham Young University

Ph.D., Pennsylvania State University

Graduate Faculty

**TRENT JOSEPH SPAULDING** (2011)

*Assistant Professor in the Department of Nutrition and Health Care Management*

B.S., M.I.S.M., Brigham Young University

Ph.D., Arizona State University

**NEVA JEAN SPECHT** (1996)

*Senior Associate Dean of the College of Arts and Sciences and Professor in the Department of History*

B.A., Grinnell College

M.A., Ph.D., University of Delaware

Graduate Faculty

**RICHARD ALBERT SPENCER** (1992)

*Professor in the Department of Philosophy and Religion*

B.A., Mars Hill College

M.Div., Southeastern Baptist Theological Seminary

Ph.D., Emory University

M.A., Ph.D., The University of North Carolina at Chapel Hill

**ROY DAVID SPICELAND, JR.** (1992)

*Associate Professor in the Department of Communication*

B.A., Freed-Hardeman University

M.A., The University of Memphis

Ph.D., University of Tennessee, Knoxville

**CINDY M. SPURLOCK** (2009)

*Assistant Professor in the Department of Communication*

B.A., North Carolina State University

M.A., Ph.D., The University of North Carolina at Chapel Hill

Graduate Faculty

**H. LYNN STALLWORTH** (2006)

*Associate Professor in the Department of Accounting*

B.Accountancy, M.Accountancy, University of Mississippi

Ph.D., Louisiana State University

Graduate Faculty

**DEREK STANOVSKY** (2003)

*Associate Professor in the Department of Cultural, Gender and Global Studies and in the Department of Philosophy and Religion*

B.A., Ph.D., The Univ. of Texas at Austin

**SUSAN CAROL STAUB** (1987)

*Professor in the Department of English*

B.A., Louisiana State University

M.A., Ph.D., The University of North Carolina at Chapel Hill

Graduate Faculty

**KENNETH MARTIN STEELE** (1991)

*Professor in the Department of Psychology*

A.B., University of Pennsylvania

M.A., Bryn Mawr College

Ph.D., University of Tennessee, Knoxville

Graduate Faculty

**JOHN WILLIAM STEPHENSON** (2008)

*Assistant Professor in the Department of Art*

B.A., M.A., University of Georgia

Ph.D., Emory University

## The Register

---

**ALEXANDRA STERLING-HELLENBRAND** (2003)

*Professor in the Department of Languages, Literatures, and Cultures (German) and in the Department of Cultural, Gender and Global Studies*  
B.A., University of Rochester  
M.A., Univ. of Wisconsin-Madison  
Ph.D., Pennsylvania State University

**C. KYLE STEVENS** (2016)

*Assistant Professor in the Department of English*  
B.A., University of South Carolina  
Ph.D., University of Pittsburgh

**BRUCE ERIC STEWART** (2007)

*Associate Professor in the Department of History*  
B.A., University of North Carolina at Greensboro  
M.A., Western Carolina University  
Ph.D., University of Georgia  
Graduate Faculty

**ABIGAIL S. L. STICKFORD** (2015)

*Assistant Professor in the Department of Health and Exercise Science*  
B.A., DePauw University  
M.S., Ph.D., Indiana University  
Graduate Faculty

**JONATHON L. STICKFORD** (2015)

*Assistant Professor in the Department of Health and Exercise Science*  
B.S., M.S., Ph.D., Indiana University  
Graduate Faculty

**GLENN ELLEN STARR STILLING** (1985)

*Professor and Librarian*  
B.A., M.A., M.L.S., University of South Carolina  
Graduate Faculty

**LISA M. STINSON** (1998)

*Professor and Assistant Chair of the Department of Art*  
B.A., Wells College; B.F.A., Alfred University; M.F.A., Rhode Island School of Design

**JAMES EDGAR STODDARD** (1998)

*Professor in the Department of Marketing*  
B.S.M.E., Massachusetts Maritime Academy  
M.B.A., Ph.D., Virginia Tech  
Graduate Faculty

**JAMES M. STOKES, JR.** (2008)

*Associate Professor in the Hayes School of Music*  
B.M.E., Indiana University  
M.M., D.M.A., The Ohio State University  
Graduate Faculty

**MARK C. STRAZICICH** (2004)

*Professor in the Department of Economics*  
B.A., University of British Columbia  
M.A., Simon Fraser University  
M.A., Ph.D., Univ. of Washington  
Graduate Faculty

**SHERRY L. STREET-TOBIN** (1997)

*Clinical Educator in the Department of Communication Sciences and Disorders*  
B.S., Indiana University  
M.A., The University of Memphis

**RUTH ANN STRICKLAND** (1988)

*Professor in the Department of Government and Justice Studies*  
A.S., Mount Olive College  
B.A., Campbell University  
M.A., Ph.D., Univ. of South Carolina  
Graduate Faculty

**TERESSA SUMRALL** (2016)

*Assistant Professor in the Department of Family and Child Studies*  
B.S., Appalachian State University  
M.A., Appalachian State University  
Ph.D., University of North Carolina at Greensboro

**KIN-YAN ELYSSA SZETO** (2005)

*Associate Professor in the Department of Theatre and Dance*  
B.A., Chinese University of Hong Kong  
M.A., University of London (UK)  
M.A., Beijing Film Academy, China  
Ph.D., Northwestern University

**RAHMAN TASHAKKORI** (2000)

*Professor in the Department of Computer Science*  
B.S., Shahid Chamran University (Iran)  
M.S., Ph.D., Louisiana State Univ.  
Graduate Faculty

**JOHN HOLSTON TASHNER** (1976)

*Professor in the Department of Leadership and Educational Studies*  
B.S., M.S., Old Dominion University  
Ed.D., University of Virginia  
Graduate Faculty

**BRETT F. TAUBMAN** (2007)

*Associate Professor in the Department of Chemistry*  
B.S., Pennsylvania State University  
B.S., Montana State University  
Ph.D., University of Maryland  
Graduate Faculty

**JERIANNE TAYLOR** (2006)

*Associate Professor in the Department of Sustainable Technology and the Built Environment*  
Bachelor of Industrial Technology, Master of Industrial Education, Clemson University  
Ed.D., North Carolina State University  
Graduate Faculty

**JESSE TAYLOR, JR.** (1989)

*Associate Professor in the Department of Philosophy and Religion*  
B.A., Purdue University  
M.A., Ph.D., Washington University in St. Louis

**KRISTA P. TERRY** (2010)

*Assistant Professor in the Department of Leadership and Educational Studies*  
B.A., Lyndon State College  
M.A., Radford University  
Ph.D., Virginia Tech  
Graduate Faculty

**CHRISTOPHER SHAWN THAXTON** (2004)

*Associate Professor in the Department of Physics and Astronomy and Director of the Environmental Science Program*  
B.S., Georgia Institute of Technology  
M.S., Ph.D., North Carolina State University  
Graduate Faculty

**KIN-YAN ELYSSA SZETO** (2016)

*Associate Professor in the Department of Theatre and Dance*  
B.S., Mars Hill College  
M.A., University of North Carolina at Charlotte  
Ph.D., University of North Carolina at Greensboro

**JILL E. THOMLEY** (2000)

*Professor in the Department of Mathematical Sciences*  
B.A., Harvard University  
M.S., Ph.D., Rensselaer Polytechnic Institute  
Graduate Faculty

# The Register

---

**KYLE LOUISE THOMPSON** (2010)

*Lecturer in the Department of Nutrition and Health Care Management and Director of the Dietetic Internship*  
B.A., Oral Roberts University  
M.S., East Carolina University

**HOLLY J. THORNTON** (2006)

*Professor in the Department of Curriculum and Instruction*  
B.A., M.A., Ph.D., The Ohio State University

**HEATHER THORP** (2006)

*Lecturer in the Department of Social Work*  
B.S.W., The Ohio State University  
M.S.S.A., Case Western Reserve University

**JAMES A. TOUB** (1992)

*Professor in the Department of Art*  
B.A., Hampshire College  
M.A., Ph.D., Boston University

**J. SCOTT TOWNSEND** (2001)

*Professor in the Department of Recreation Management and Physical Education and Coordinator of the Physical Education Program*  
B.S., M.S., Ed.D., West Virginia University

**WOODROW R. TRATHEN** (1993)

*Professor and Acting Chair of the Department of Reading Education and Special Education*  
B.A., M.A., Ph.D., University of Utah  
Graduate Faculty

**TRICIA TREACY** (2013)

*Assistant Professor in the Department of Art*  
B.A., West Virginia University  
M.F.A., University of the Arts

**GLEND A. JENKINS TREADAWAY**

(1994)  
*Dean of the College of Fine and Applied Arts and Professor in the Department of Communication*  
B.S., Wingate College  
M.A., University of Georgia  
Ph.D., Ohio University  
Graduate Faculty

**N. TRAVIS TRIPLETT** (2003)

*Professor in the Department of Health and Exercise Science*  
B.S., Wake Forest University  
M.S., Appalachian State University  
Ph.D., Pennsylvania State University  
Graduate Faculty

**STEPHANIE TROUTMAN** (2014)

*Assistant Professor in the Department of Leadership and Educational Studies*  
B.A., University of Central Florida  
M.A., Stetson University  
Ph.D., Pennsylvania State University  
Graduate Faculty

**BRIDGET IRENE TUBERTY** (2010)

*Laboratory Instructor in the Department of Chemistry*  
B.S., Tulane University  
M.S., Appalachian State University

**SHEA RICHARD TUBERTY** (2002)

*Associate Professor and Interim Assistant Chair in the Department of Biology*  
B.A., Vanderbilt University  
M.S., Ph.D., Tulane University  
Graduate Faculty

**KARA TURNER** (2013)

*Clinical Educator in the Department of Communication Sciences and Disorders*  
B.S., Appalachian State University  
M.A., University of Tennessee  
Graduate Faculty

**GAYLE M. TURNER** (1999)

*Associate Professor in the Department of Leadership and Educational Studies*  
B.A., Stanford University  
M.I.T., Seattle University  
Ph.D., University of North Carolina at Greensboro

**MICHAEL JOHN TURNER** (2008)

*Roy Carroll Distinguished Professor of British History in the Department of History*  
B.A., Worcester College, University of Oxford  
M.A., University of Rochester  
Ph.D., Worcester College, University of Oxford  
Graduate Faculty

**REBECCA TURPIN** (2016)

*Assistant Professor in the Department of Nursing*  
B.S.N., Tennessee Technology University  
M.S.N., University of North Carolina at Greensboro  
Ph.D., East Tennessee State University

**EMMANUEL IKE UDOGU** (2003)

*Professor in the Department of Government and Justice Studies*  
B.A., Appalachian State University  
M.A., Ph.D., Southern Illinois University

**ALAN CHRISTOPHER UTTER** (1995)

*Director of the Office of Student Research; Professor in the Department of Health and Exercise Science; and Director of the Health Promotion Program*  
B.S., M.S., M.P.H., Ph.D., University of Pittsburgh  
Graduate Faculty

**COLLEEN M. UTTER** (1995)

*Senior Lecturer in the Department of Health and Exercise Science*  
B.S., University of Pittsburgh  
M.A., Appalachian State University

**MARY A. VALANTE** (1999)

*Professor in the Department of History*  
B.A., Wellesley College  
M.A., Boston College  
Ph.D., Pennsylvania State University  
Graduate Faculty

**SASKIA L. VAN DE GEVEL** (2008)

*Assistant Professor in the Department of Geography and Planning*  
B.S., Pennsylvania State University  
M.S., Southern Illinois University  
Ph.D., University of Tennessee, Knoxville  
Graduate Faculty

**MATTHEW S. VAN DYKE** (2016)

*Assistant Professor in the Department of Communication*  
B.A., Virginia Tech University  
M.A. Virginia Tech University  
Ph.D., Texas Tech University



# The Register

---

**JENNIFER PHARR VAN GILDER** (1999)

*Clinical Educator in the Department of Communication Sciences and Disorders*  
B.A., M.A., Appalachian State University  
Graduate Faculty

**JILL VAN HORNE** (2014)

*Assistant Professor in the Department of Human Development and Psychological Counseling*  
B.A., Lenoir-Rhyne College  
M.A. Ed., Western Carolina University  
Ph.D., University of North-Carolina at Charlotte

**CHRISTOPHER L. VAN LOAN** (2009)

*Assistant Professor in the Department of Reading Education and Special Education*  
B.S., Florida State University  
M.Ed., Ph.D., University of Florida  
Graduate Faculty

**SANDRA ANN VANNOY** (1998)

*Associate Dean for Graduate Programs and Research*  
B.S.B.A., M.B.A., Appalachian State University  
Ph.D., University of North Carolina at Greensboro  
Graduate Faculty

**MARK EDGAR VENABLE** (1996)

*Professor in the Department of Biology*  
B.S., Western Carolina University  
Ph.D., Wake Forest University  
Graduate Faculty

**PETER D. VILLANOVA** (1993)

*Professor in the Department of Management*  
A.A., Mesa College  
B.S., San Diego State University  
M.S., Ph.D., Virginia Tech

**MARK WILLIAM VOGEL** (1989)

*Professor in the Department of English*  
B.S., M.A., Ph.D., University of Missouri, Columbia  
Graduate Faculty

**MICHAEL GLEN WADE** (1983)

*Professor in the Department of History*  
B.A., University of Maryland  
M.A., Ph.D., University of Louisiana-Lafayette  
Graduate Faculty

**TAMMY WAHPECONIAH** (2004)

*Associate Professor and Assistant Chair of the Department of English*  
B.A., University of Miami  
M.A., Ph.D., Michigan State University  
Graduate Faculty

**MIRA WAITS** (2016)

*Assistant Professor in the Department of Art*  
Ph.D., University of California

**HEATHER LEIGH WALDROUP** (2004)

*Associate Professor in the Department of Art*  
B.A., M.A., Florida State University  
Ph.D., Univ. of California, Santa Cruz

**GARY LEE WALKER** (1988)

*Professor in the Department of Biology*  
B.S., University of South Florida  
M.S., Western Carolina University  
Ph.D., Univ. of Tennessee, Knoxville  
Graduate Faculty

**PAUL R. WALLACE** (2008)

*Associate Professor in the Department of Leadership and Educational Studies*  
B.A., M.A., Ph.D., University of Tennessee, Knoxville  
Graduate Faculty

**DANIEL CHRISTOPHER WALSH**

(2008)  
*Assistant Professor in the Department of Communication*  
B.S., Appalachian State University  
M.A., Marshall University  
Ph.D., University of South Carolina

**JOSEPH RAY WALSH** (2016)

*Lecturer in the Department of Finance, Banking and Insurance*  
M.B.A., Appalachian State University

**KIM LOUISE WANGLER** (2005)

*Associate Professor in the Hayes School of Music*  
B.M., State University of New York at Potsdam  
M.M., Michigan State University  
M.B.A., Norwich University

**ANNA GABRIEL WARD** (2008)

*Lecturer in the Department of Theatre and Dance*  
A.S., Lees-McRae College  
B.S., Appalachian State University  
M.F.A., University of North Carolina at Greensboro  
M.A., Appalachian State University

**ANNE C. WARD** (2011)

*Lecturer in the Department of Communication*  
B.A., Trinity College  
M.F.A., Columbia College

**DEVERY MOCK WARD** (2006)

*Associate Professor in the Department of Reading Education and Special Education*  
B.A., The University of North Carolina at Chapel Hill  
M.A., Appalachian State University  
Ph.D., University of Virginia  
Graduate Faculty

**DOUGLAS A. WARING** (1993)

*Associate Professor in the Department of Psychology*  
A.A., Arkansas State University at Beebe  
B.A., M.A., University of Arkansas at Little Rock  
Ph.D., Washington State University  
Graduate Faculty

**DIANE M. WARYOLD** (2004)

*Associate Professor in the Department of Human Development and Psychological Counseling*  
B.S., State University College at Cortland, New York  
M.Ed., University of Florida  
Ed.D., Florida State University  
Graduate Faculty

**ROSE MARY WEBB** (2005)

*Associate Professor in the Department of Psychology*  
B.S., Arkansas Tech University  
M.S., Ph.D., Vanderbilt University  
Graduate Faculty

**KATHRYN WEBB-FARLEY** (2014)

*Assistant Professor in the Department of Government and Justice Studies*  
B.S., M.P.I.A., Ph.D., Virginia Tech

# The Register

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**MELISSA JANE WEDDELL** (2009)

*Associate Professor in the Department of Recreation Management and Physical Education*

B.S., Ball State University  
M.B.A., Southern Illinois University  
Ph.D., Clemson University

**ARAMBE WEERASINGHE** (2013)

*Lecturer in the Department of Chemistry*

B.S., University of Peradeniya  
M.S., Ph.D., Western Michigan University

**SUSAN CLARE WEINBERG** (1994)

*Associate Professor in the Department of English*

B.A., Boston University  
M.F.A., Cornell University

**JOESPH WEISS** (2016)

*Instructor in the Department of Philosophy and Religion*

B.A., Miami University  
M.A., Ph.D., DePaul University

**SCOTT MICHAEL WELSH** (2007)

*Assistant Professor in the Department of Communication*

B.A., Taylor University  
M.A., Ph.D., Indiana University

**HERMAN van WERKHOVEN** (2014)

*Assistant Professor in the Department of Health and Exercise Science*

B.Eng., B.S.S., University of Pretoria (South Africa)  
M.S., Ph.D., Pennsylvania State University  
Graduate Faculty

**MARGARET GESSLER WERTS** (1998)

*Professor in the Department of Reading Education and Special Education*

B.A., Emory University  
M.A., The Univ. of Texas at Austin  
Ed.S., University of Iowa  
Ph.D., University of Pittsburgh  
Graduate Faculty

**STEPHANIE THERESA WEST** (2003)

*Professor in the Department of Recreation Management and Physical Education*

B.S., Auburn University  
M.S., Georgia Southern University  
Ph.D., Texas A&M University  
Graduate Faculty

**JAMES W. WESTERMAN** (2005)

*Professor in the Department of Management*

B.S., M.B.A., Florida State University  
Ph.D., Univ. of Colorado, Boulder  
Graduate Faculty

**JENNIFER H. WESTERMAN** (2010)

*Assistant Professor in the Department of Sustainable Development*

B.A., College of William and Mary  
M.A., Utah State University  
Ph.D., University of Nevada, Reno

**DALE EUGENE WHEELER** (1998)

*Professor in the Department of Chemistry*

B.S., Western Illinois University  
M.S., Kansas State University  
Ph.D., University of Idaho

**MARILOU E.D. WHEELER** (2011)

*Laboratory Instructor in the Department of Chemistry*

B.S., Western Washington University  
M.S., University of Idaho

**BRIAN G. WHITAKER** (2010)

*Assistant Professor in the Department of Management*

B.A., University of Louisville  
M.A., Xavier University  
Ph.D., University of Akron  
Graduate Faculty

**JASON CAMERON WHITE** (2012)

*Assistant Professor in the Department of History*

B.A., James Madison University  
M.Litt., University of St. Andrews (U.K.)  
M.A., Ph.D., Brown University  
Graduate Faculty

**JOHN C. WHITEHEAD** (2004)

*Professor and Chair of the Department of Economics*

B.A., Centre College  
M.A., Ph.D., University of Kentucky  
Graduate Faculty

**FREDERICK KEITH WHITT** (2010)

*Founding Dean of the Beaver College of Health Sciences and*

*Professor in the Department of Health and Exercise Science*  
B.S., M.A., Appalachian State University  
Ed.D., University of Tennessee, Knoxville

**THOMAS RICHARD WHYTE** (1989)

*Professor in the Department of Anthropology*

B.F.A., James Madison University  
M.A., Ph.D., University of Tennessee, Knoxville

**DAVID ARTHUR WILEY** (2011)

*Associate Dean of the Reich College of Education and Professor in the Department of Curriculum and Instruction*

B.S.Ed., M.S.Ed., Ed.D., Temple University

**JAMES THOMAS WILKES** (1992)

*Professor and Chair of the Department of Computer Science*

B.S., Appalachian State University  
M.S., Ph.D., Duke University  
Graduate Faculty

**CHARLES HAUB WILLIAMS** (2011)

*Assistant Professor in the Department of Technology and Environmental Design*

B.A., Knox College  
M.F.A., Columbia College

**DAVID R. WILLIAMS** (2003)

*Associate Professor in the Department of Nutrition and Health Care Management and Director of the Health Care Management Program*

B.A., Wofford College  
M.B.A., M.H.A., Georgia State University  
Ph.D., The University of Alabama at Birmingham

**ELIZABETH McCUTCHEM WILLIAMS** (2001)

*Associate Professor and Librarian*

B.A., M.L.S., University of South Carolina (Columbia)  
M.A., Appalachian State University

**JOEL WAYNE WILLIAMS** (1992)

*Professor in the Department of Theatre and Dance*

B.S., Troy State University  
M.F.A., The University of Alabama (Tuscaloosa)

**KELLY A. WILLIAMS** (2009)

*Assistant Professor in the Department of Social Work*

B.A., M.S.W., University of Michigan  
Ph.D., The University of North Carolina at Chapel Hill  
Graduate Faculty



## The Register

---

**MARIAN REBECCA WILLIAMS** (2008)

*Professor and Assistant Chair of the Department of Government and Justice Studies*

B.A., University of Georgia  
M.S., Ph.D., Florida State University  
Graduate Faculty

**PAIGE WILLIAMS** (2014)

*Clinical Educator in the Department of Communication Sciences and Disorders*  
B.S., M.S., Appalachian State University

**RAY STEWART WILLIAMS** (1997)

*Professor in the Department of Biology*  
B.A., University of North Carolina at Greensboro  
M.S., Sc.S., Appalachian State University  
Ph.D., University of South Carolina (Columbia)  
Graduate Faculty

**STEPHEN D. WILLIAMS** (1983)

*Professor in the Department of Chemistry*  
B.S., Virginia Commonwealth University  
Ph.D., Washington State University

**SUE SIMPSON WILLIAMS** (2005)

*Associate Professor in the Department of Theatre and Dance*  
B.A., Wesleyan College  
M.F.A., The University of Alabama (Tuscaloosa)  
M.L.S., Appalachian State University

**BRANDY STAR BRYSON WILSON**

(2012)  
*Visiting Assistant Professor in the Department of Leadership and Educational Studies*  
B.S., M.S.W., University of Georgia  
Ph.D., University of South Carolina (Columbia)

**JENNIFER PRESTON WILSON** (2000)

*Associate Professor in the Department of English*  
B.M., DePauw University  
M.A., Ph.D., University of Georgia  
Graduate Faculty

**MICHAEL T. WILSON** (2007)

*Associate Professor in the Department of English*  
B.S., Tennessee Technological University  
M.A., Ph.D., University of Georgia  
Graduate Faculty

**NANCY WILSON** (2007)

*Laboratory Instructor in the Department of Chemistry*  
B.S., University of Michigan  
Ph.D., University of California, Los Angeles

**RACHEL E. WILSON** (2011)

*Assistant Professor in the Department of Curriculum and Instruction*  
A.B., Bryn Mawr College  
Ph.D., University of Georgia

**Graduate Faculty**

**MICHAEL WINDELSPECHT** (2000)

*Adjunct Professor in the Department of Biology*  
A.S., University of Maryland European Division  
B.Sc., Michigan State University  
Ph.D., University of South Florida

**ANDREW W. WINDHAM** (2016)

*Assistant Professor of Building Science in the Department of Sustainable Technology and the Built Environment*  
B.S., University of Houston  
M.S., Appalachian State University  
Ph.D., Penn State University

**JON L. WINEK** (1993)

*Professor in the Department of Human Development and Psychological Counseling*  
B.S., University of Michigan  
M.A., Ph.D., University of Southern California  
Graduate Faculty

**TWILA A. WINGROVE** (2009)

*Assistant Professor in the Department of Psychology*  
B.A., Carleton College  
M.A., J.D., Ph.D., University of Nebraska-Lincoln

**Graduate Faculty**

**WENDY LEE WINN** (2006)

*Associate Professor in the Department of English*  
B.M., Ohio University  
M.A., Clemson University  
Ph.D., University of Minnesota  
Graduate Faculty

**MINTRON SUZANNE WISE** (1979)

*Professor and Librarian*  
B.A., University of South Carolina  
M.S.L.S., University of Kentucky  
M.A., Appalachian State University

**JOHN WISWELL** (2014)

*Assistant Professor and Librarian*  
B.A., University of Texas at Austin  
M.P.H., Rutgers University  
M.L.I.S., University of North Carolina at Greensboro

**PHILIP R. WITMER** (1992)

*Professor in the Department of Accounting*  
B.A., Greensboro College  
M.B.A., University of South Carolina  
Ph.D., The George Washington University.

**DUSTIN WITSMAN** (2016)

*Assistant Professor and Processing Archivist*  
A.A., A.S.A., Wabash Valley College  
B.A., Southern Illinois University, Carbondale  
M.L.I.S., Dominican University

**REBECCA WITTER** (2016)

*Lecturer in the Department of Sustainable Development*  
B.A., UNC- Chapel Hill  
Ph.D., University of Georgia

**HELEN HOUSTON WOLTER** (2011)

*Clinical Educator in the Department of Communication Sciences and Disorders*  
B.A., Rhodes College  
M.A., Appalachian State University

**DAVID DORROH WOOD** (1985)

*Professor in the Department of Finance, Banking and Insurance and Joseph F. Freeman Distinguished Professor in Insurance*  
B.S.B.A., Delta State University  
M.B.A., University of Mississippi  
D.B.A., Louisiana Tech University  
Graduate Faculty

**JANET L. WOODS** (2001)

*Lecturer in the Department of Accounting*  
B.S.B.A., M.S., Appalachian State University.

**DR. LAUREN WOODS** (2016)

*Lecturer in the Department of Chemistry*  
B.S., Morehead State University  
Ph.D., Montana State University

## The Register

---

**ALICE P. WRIGHT** (2014)

*Assistant Professor in the Department of Anthropology*

B.A., Wake Forest University  
M.A., Ph.D., University of Michigan

**TODD TOBIAS WRIGHT** (1990)

*Professor in the Hayes School of Music*

B.M.E., Pikeville College  
M.A., Ed.S., Appalachian State University  
M.M., University of South Florida  
Graduate Faculty

**YU-JU WU** (2011)

*Assistant Professor in the Department of Technology and Environmental Design*

B.F.A., M.A., National Taiwan Univ. of Art  
Ph.D., Western Michigan University  
Graduate Faculty

**SCOTT DAVID WYNNE** (2006)

*Associate Professor in the Hayes School of Music*

B.A., Eastern Kentucky University  
M.M., University of Miami

**WEI (WENDY) XIE** (2009)

*Assistant Professor in the Department of Languages, Literatures, and Cultures (Chinese)*

B.A., Peking University  
M.A., Ph.D., Yale University  
Graduate Faculty

**JASON (JIE) XIONG** (2016)

*Assistant Professor in the Department of Computer Information Systems and Supply Chain Management*

B.A., University of Electronic Science/Technology  
M.A., Zhejiang University, China  
M.S., University of Nebraska  
Ph.D., Yale University

**JI YAN** (2010)

*Assistant Professor in the Department of Economics*

B.A., M.A., Fudan University  
M.A., Ph.D., Washington University in St. Louis

**HONGWEI (CHRIS) YANG** (2007)

*Associate Professor in the Department of Communication*

B.A., Nankai University  
M.A., Beijing Foreign Studies Univ.  
Ph.D., Southern Illinois University at Carbondale

**ROBERT JAY YOBLINSKI** (1997)

*Associate Professor in the Department of Chemistry*

B.A., Wittenberg University  
Ph.D., University of Kentucky

**JAMES EDWARD YOUNG** (1993)

*Professor in the Department of Geography and Planning*

B.S., M.S.Ed., University of Wisconsin-La Crosse  
M.A., Ph.D., University of Minnesota  
Graduate Faculty

**OK-YOUN YU** (2010)

*Assistant Professor in the Department of Technology and Environmental Design*

B.S., Konkuk University, Korea  
M.S., Ph.D., Texas A&M University  
Graduate Faculty

**BARBARA HOPE ZAITZOW** (1994)

*Professor in the Department of Government and Justice Studies*

B.A., San Diego State University  
M.S., Ph.D., Virginia Tech  
Graduate Faculty

**TED ZERUCHA** (2005)

*Associate Professor in the Department of Biology*

B.S., M.S., University of Manitoba, Canada  
Ph.D., University of Ottawa, Canada  
Graduate Faculty

**SARA OLIN ZIMMERMAN** (1992)

*Professor in the Department of Curriculum and Instruction*

B.G.S., B.S.Ed., M.S., Ph.D., University of Kansas  
Graduate Faculty

**MARK C. ZRULL** (1992)

*Professor in the Department of Psychology*

B.S., Georgia State University  
Ph.D., University of South Carolina  
Graduate Faculty

**JENNIFER JANINE ZWETSLOOT**

(2009)

*Assistant Professor in the Department of Health and Exercise Science*

B.S., M.A., California State Univ., Chico  
Ph.D., East Carolina University  
Graduate Faculty

**KEVIN ALLEN ZWETSLOOT** (2009)

*Assistant Professor in the Department of Health and Exercise Science*

B.S., M.A., California State Univ., Chico  
Ph.D., East Carolina University  
Graduate Faculty

# The Register

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## Faculty Emeriti

**Emeritus Status:** *By recommendation of the appropriate Departmental Personnel Committee, chair and dean to the Provost and Executive Vice Chancellor and the Chancellor and approval of the Board of Trustees, emeritus status may be conferred on faculty members with permanent tenure who have served at least ten years at the University when they retire. The emeritus rank is that held at retirement.*

**STANLEY R. AESCHLEMAN, Ph.D.**

*Professor Emeritus of Psychology*

**EDWARD MARTIN ALLEN, JR., Ph.D.**

*Professor Emeritus of Political Science/Criminal Justice*

**THOMAS REESE ALLEN, JR., Ed.D.**

*Professor Emeritus of Curriculum and Instruction*

**JOSE ANTONIO AMARO, SR., L.L.D.**

*Professor Emeritus of Foreign Languages*

**ALLEN LOUISE ANTONE, M.L.S.**

*Associate Professor Emerita of the Library*

**GEORGE PETER ANTONE, Ph.D.**

*Professor Emeritus of History*

**EDWIN TURNER ARNOLD, Ph.D.**

*Professor Emeritus of English*

**EVAN HAMILTON ASHBY, JR., M.D.**

*Associate Professor Emeritus of Health, Leisure and Exercise Science*

**SALLY S. ATKINS, Ed.D.**

*Professor Emerita of Human Development and Psychological Counseling*

**GELENE ANDREWS ATWOOD, M.A.**

*Assistant Professor Emerita of Chemistry*

**HARVARD GLENN AYERS, Ph.D.**

*Professor Emeritus of Anthropology*

**FRED T. BADDERS, Ph.D.**

*Professor Emeritus of Human Development and Psychological Counseling*

**ROBERT ARTHUR BANZHAF, Ed.D.**

*Professor Emeritus of Technology*

**WILLIAM DEAN BARBER, Ph.D.**

*Associate Professor Emeritus of Language, Reading and Exceptionalities*

**JAWAD ISMAEL BARGHOTHI, Ph.D.**

*Professor Emeritus of Political Science/Criminal Justice*

**MELISSA ELLEN BARTH, Ph.D.**

*Professor Emerita of English*

**PATRICIA DUANE BEAVER, Ph.D.**

*Professor Emerita of Anthropology*

**BRIAN CAREY BENNETT, Ph.D.**

*Professor Emeritus of Anthropology*

**VERA ELLEN BALL THOMAS BEVINGTON, M.S.**

*Assistant Professor Emerita of Health, Leisure and Exercise Science*

**GERALD M. BOLICK, Ed.D.**

*Professor Emeritus of Leadership and Higher Education*

**ELIZABETH BATEMAN BOND, Ed.D.**

*Associate Professor Emerita of History*

**JOHN JAMES BOND, Ph.D.**

*Professor Emeritus of Biology*

**JEFFERSON CHELCY BOYER, Ph.D.**

*Professor Emeritus of Anthropology*

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