

# Queens University of Charlotte

## 2022-2023 Catalog

### Undergraduate and Graduate Programs

#### About Using this PDF Catalog:

The navigation bookmarks on the left side of your screen function as an interactive table of contents. They will allow you to quickly find sections of interest and move easily through this document. You can expand and collapse the bookmarks by clicking on the +/- symbols. The Catalog also contains many internal links to other sections of the Catalog as well as links to web pages. You can then use the bookmarks to return to your original page.

If the Bookmarks Panel has been closed you can reopen it by clicking on the Bookmarks icon.



Queens University of Charlotte is committed to the principles and practices of diversity throughout the University community. Women, members of minority groups and individuals with disabilities are encouraged to apply for admission. Queens does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

This catalog was prepared and published by the Office of the Registrar in August 2022. Its purpose is to provide a comprehensive, accurate and useful catalog which fully describes the academic programs, policies, regulations and requirements of the University. The publisher has attempted to present information that, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relations. The University reserves the right to make any necessary changes to this catalog including, but not limited to those governing admissions, the calendar, regulations and policies, student charges, courses of instruction, programs offered or granting of degrees announced in this catalog. Any changes will take effect whenever University officials deem necessary. A catalog addendum may be published for substantial changes adopted after initial publication. The publisher has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistakes.

# 2022-2023 Academic Calendar

The most current and complete official academic calendar can be found on web page of the [Registrar's Office](#). The academic calendar for the 8-week courses can be found on the web page of the Registrar's Office.

## FALL 2022 AND SPRING 2023

	<b><u>Fall Term</u></b>	<b><u>Spring Term</u></b>
Classes Begin	August 29	January 9
Holiday—No Classes	September 5	January 16
Holiday—No Classes	October 10-11	--
Last day to Withdraw from a Course	November 11	March 24
Holiday—No Classes	November 23-27	April 7-9
Classes End	December 9	April 24
Reading Day	December 10	April 25
Examination Period	December 12-16	April 26-May 2
Commencement	--	May 6

## SUMMER SESSIONS 2023

	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>	<b><u>Summer 3</u></b>
Classes Begin	May 15	May 15	June 26
Holiday—No Classes	June 19	June 19	--
Fourth of July Holiday	July 4	--	July 4
Classes End	July 28	June 16	July 28
Examination Period	July 31-August 3	June 20-23	July 31-August 3

# Directory

To communicate with the University:

Switchboard: 704.337.2200 or 800.849.0202  
 Address: 1900 Selwyn Avenue, Charlotte, NC  
 28274-0001  
 Email: [admissions@queens.edu](mailto:admissions@queens.edu)  
 Web Site: <http://www.queens.edu/>

*Please use the following list for address inquiries or to schedule appointments. If you need an individual's telephone number please call the University number above and an operator will be happy to connect you.*

Number	Office	Number	Office
704.337.2324	Academic Affairs	704.337.2262	Media Services
	<b>Admissions</b>	704.337-2499	MFA Program
704.337.2212	Undergraduate	704.337.2320	Office of Diversity and Inclusion
704.337.2313	Graduate Programs	704.337.2582	Office of Research and Sponsored Programs
		704.337.2216	President's Office
704.337.2224	Graduate Business Programs	704.337.2324	Provost's Office
704.337.2256	Alumni Relations	704.337.2251	Queens Learning Institute
704.337.2509	Athletics	704.337.2242	Registrar's Office
704.337.2306	Campus Police	704.337.2464	Residence Life
704.337.2372	Campus Services	704.337.2373	SELA: School Executive Leadership Academy
		704.337.2311	Service Center (mail)
704.337.2337	Center for Career Development	704.337.2809	Sports Information
704.337.2848	Center for Ethics and Religion	704.337.2263	Student Activities
704.688.2324	Center for Advancement of Faculty Excellence		
704.337.2533	Center for International Education	704.337.2508	Student Accessibility Services
704.688-2849	Center for Student Success	704.337.2225	Student Financial Services
704.337.2291	Chaplain		
704.337.2227	Dean of Students		
704.337.2568	Dean of University Programs		
704.337.2401	Everett Library		
704.337.2489	Executive Leadership Institute		
		704.337.2292	<b>Colleges and Schools</b>
704.337.2560	Facility Rentals	704.337.2463	Andrew Blair College of Health
704.337.2225	Financial Aid		College of Arts and Sciences
704.337.2253	Hayworth Center for Online Learning		
704.337.2220	Health and Wellness Center	704.337.2397	James L. Knight School of Communication
704.337.2222	Human Resources	704.337.2234	McColl School of Business
		704.337.2292	Presbyterian School of Nursing
704.337.2323	Information Technology Helpdesk	704.337.2580	Wayland H. Cato, Jr. School of Education
704.337.2516	Institutional Research and Assessment		

# Queens University of Charlotte

Queens University of Charlotte is a student-centered, comprehensive, private university affiliated with the Presbyterian Church (U.S.A.). With a foundation in the liberal arts and a commitment to excellence in education, the university serves the needs of a diverse co-educational student body with a variety of undergraduate and graduate programs.

Queens offers students learning experiences through the College of Arts & Sciences, the McColl School of Business, the James L. Knight School of Communication, the Wayland H. Cato, Jr. School of Education, the Presbyterian School of Nursing and the Andrew Blair College of Health. In addition to traditional undergraduate and graduate programs, Queens also offers evening, weekend and online programs for nontraditional and graduate students.

In all of its programs, Queens emphasizes active and collaborative learning, meaningful student-teacher relationships, a creative synthesis of the liberal arts with the world of work, and the value and necessity of lifelong learning.

## VISION

Queens will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

## MISSION

Queens provides transformative educational experiences that nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

## VALUES

To fulfill its mission and its vision, Queens acts upon the following values:

- **Focus on Students**

We value the factors which foster student success: an intimate learning environment, excellence in teaching and intellectual curiosity. At Queens, education is also grounded in the liberal arts tradition, that is, one which develops critical thinking, creativity, communication, commitment to ethical behavior and responsible citizenship. This foundation leads to successful and fulfilling lives.

- **Integrity and Respect**

We value a sense of caring and community; seek to promote diversity and a respect for all people; and recognize the importance of personal integrity and ethical action.

- **Stewardship**

We value, and are committed to, those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, resources and reputation in the community to ensure we remain a source of pride for students, faculty, staff, donors and alumni.

- **Creativity and Innovation**

We value creative, as well as innovative thinking and acting, both in the classroom and in the community to advance Queens toward its vision to be a leading comprehensive university and a community asset.

- **Service**

We value responsibility and service to the society at large in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

## Accreditation

Queens University of Charlotte is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelors and master's degrees. Questions about the accreditation of Queens University of Charlotte may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The business programs of Queens University of Charlotte are accredited by [AACSB International](#) - The Association to Advance Collegiate Schools of Business. Contact AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602, phone 813-769-6500.

The Council for the Accreditation of Educator Preparation (CAEP) and the [North Carolina Department of Public Instruction](#) (NCDPI) have fully accredited all education programs.

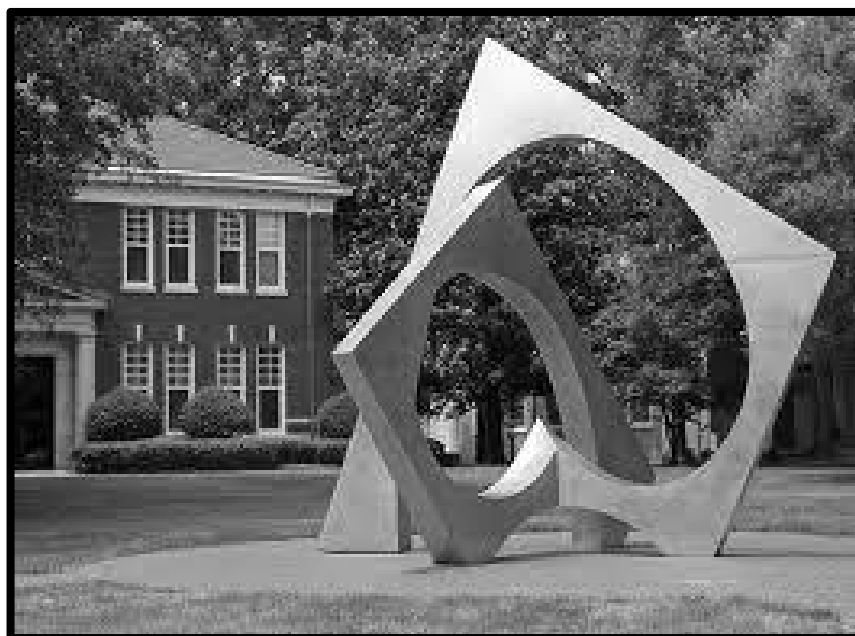
The baccalaureate degree program in nursing and master's degree program in nursing at Queens University of Charlotte is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The University's programs in music are accredited by the [National Association of Schools of Music](#) (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248, and phone (703) 429-0700.

The Bachelor of Music in Music Therapy is approved by the [American Music Therapy Association \(AMTA\)](#) 8455 Colesville Road, Suite 1000, Silver Spring, Maryland 20910, phone (301) 589-3300

The interior architecture and design program leading to the Bachelor of Arts is accredited by the Council for Interior Design Accreditation, [www.accredit-id.org](http://www.accredit-id.org), 206 Grandville Avenue, Suite 350, Grand Rapids, MI 49503.

Queens is also approved for [veterans' education](#).



## Colleges and Schools of the University

Courses leading to baccalaureate and masters degrees are offered by the Andrew Blair College of Health, the College of Arts and Sciences, the McColl School of Business, the Presbyterian School of Nursing, the James L. Knight School of Communication, and the Wayland H. Cato Jr. School of Education.

### The Andrew Blair College of Health

The mission of the Andrew Blair College of Health is to prepare dynamic practitioners and leaders in health and sport-related fields who contribute to the health and wellness of its constituencies in the region and beyond. The Blair College of Health is recognized regionally for its healthcare and sport-related programs as models of excellence, for its students as outstanding achievers, and for its faculty as leaders in healthcare and sport science discourse and knowledge dissemination. The Blair College of Health houses two departments and a School. The department of Interprofessional Health Studies, offers undergraduate majors in Human Service Studies, Health Sciences, and Health Education and Promotion, and a graduate Master in Health Administration degree. The Kinesiology Department offers undergraduate majors in Exercise and Sport Science and Sport Management. The Presbyterian School of Nursing, offers the Bachelor of Science in Nursing and Master of Science in Nursing degree

### The Presbyterian School of Nursing

The mission of the Presbyterian School of Nursing is to educate individuals to practice professional nursing in a variety of roles and settings with a commitment to nursing scholarship, leadership and service to diverse populations within a global context. The Presbyterian School of Nursing is recognized nationally for its undergraduate and graduate programs in nursing as models of academic excellence, for its students as caring and competent professionals, and for its faculty as leaders and scholars in the discipline of nursing. Nursing has a rich history at Queens dating to 1963 when Queens offered a bachelor's degree completion program to graduates of Presbyterian Hospital's School of Nursing. In 1979 Queens established its BSN program, which achieved national accreditation and graduated its first class in 1984. In 2004 Queens created the Presbyterian School of Nursing to house nursing degree programs at Queens. Today the school offers a variety of options for nursing including the Bachelor of Science in Nursing (BSN) with traditional and accelerated tracks that qualify graduates for licensure as a Registered Nurse. The RN-BSN accelerated, degree completion track is available for cohort-based admissions. The online Master of Science in Nursing offers four tracks and post-masters certificates for Nurse Educator, Nurse Administrator, Nursing Informatics, and Clinical Nurse Leaders. The MSN program includes an RN-MSN entry option for those with an associate degree in nursing seeking a cost effective and accelerated timeframe to advance to the masters level.

### The College of Arts and Sciences

The mission of the College of Arts and Sciences is to draw on intellectual traditions to cultivate a life of integrity, foster inquiry, spark imagination, nourish the spirit, and prepare students to serve and to lead, embracing the challenges of a complex world. At the graduate level, the College of Arts and Sciences offers a Master of Fine Arts in creative writing. The Cato School of Education is also housed in the College of Arts and Sciences and offers Master of Arts in Educational Leadership, Master of Arts in Teaching, and Master of Education degrees, along with a variety of certificate programs.

### The James L. Knight School of Communication

The mission of the Knight School of Communication is to develop students into effective communicators who become engaged citizens and leaders in the communities they serve. Graduates serve as leading practitioners in media industries, digital journalism, sports enterprise, public and community relations, corporate communication, law, human resources, government, and education. Students in the Knight School of Communication can complete an undergraduate degree in either communication or multimedia storytelling. These degree programs are designed to provide students with a solid liberal arts education that includes: critical thinking and strategic application of theory, practical training in traditional and emerging media forms,

and cultural awareness and understanding to communicate competently in our global society. Students will be exposed to a multitude of communication approaches in order to be effective communicators in any context. At the graduate level, the Knight School of Communication offers a Masters of Arts in Communication and certificates in Strategic Communication and Organizational Communication. Students will gain an in-depth understanding of relevant, cutting-edge communication strategies and principles with the skills needed to thrive as a communication industry leader. With the generous support of the Knight Foundation, the School is differentiated by its emphasis on deploying digital technologies to bridge the digital divide in Charlotte and its surrounding communities. By intersecting community engagement and new media innovation, its programs are unique among peer institutions.

### **The McColl School of Business**

The mission of the McColl School of Business is to educate students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. The McColl School prepares individuals for careers by providing high quality, innovative undergraduate and graduate business education and offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Students have the opportunity to develop business and management abilities in preparation for responsible positions of leadership in the world of commerce and practical affairs. The McColl School of Business offers undergraduate majors in accounting, business administration, finance, management, and marketing leading to the Bachelor of Business Administration degree. At the graduate level the McColl School of Business offers a Master of Business Administration, Master of Science in Talent and Organization Development, and Graduate Certificates in Change Management, Cybersecurity Management, Diversity, Equity & Inclusion Management, Executive Coaching, Finance, Global Business Management, Healthcare Management, Leadership and Change, Learning and Development, Management Consulting, Not-for-Profit Leadership, Organizational Leadership, and Talent Management.

### **The Wayland H. Cato, Jr. School of Education**

The Cato School of Education is housed within the College of Arts and Sciences. The mission of the Cato School is to prepare culturally responsive educators who are leaders and experts in their fields and facilitators of learning for all students in a "community of respect." The Cato School of Education offers the major in elementary education, the Master of Education (MED) with Specializations in Literacy K-12, Special Education, Academically or Intellectually Gifted (AIG), Science Technology Engineering Math (STEM), Instructional Technology, Higher Education, and Curriculum and Instruction, the Master of Arts of Teaching (MAT) in Elementary and Secondary Education, and the Master of Arts in Educational Leadership (MEL) which is a fully online program. Certificate programs in Literacy K-12, Special Education, Academically or Intellectually Gifted (AIG), Instructional Technology, Science Technology Engineering Math (STEM), Higher Education and Curriculum and Instruction. The Cato School also offers programs leading to teacher licensure both within a baccalaureate program and for post-baccalaureate students such as the Residency Program in Elementary and Secondary Education. One of the School's most notable undergraduate elements is the Cato Teaching Fellows Program, dedicated to recruiting talented high school graduates into the teaching profession and helping them develop the leadership qualities needed to succeed in the profession.



## Academic Programs

### Undergraduate Programs

The University's undergraduate programs offers a vibrant residential student life experience and dynamic academic majors, minors, pre-professional programs and many unique opportunities for engagement, including The Queens Advantage: General Education, Study Abroad Programs, the Honors Program and the Internship Program.

### Graduate Programs

The University's graduate programs provide advanced, specialized education which prepares students for professional careers. They also seek to develop personal and professional values that are necessary for responsible citizenship.

## The History of Queens University of Charlotte

### Innovative Education, Rooted in Tradition

Long before we were Queens University of Charlotte, we were the Charlotte Female Institute. That was 1857, the year of our founding in quaint Charlotte, NC. Since then, much has changed: our school is now co-ed. We offer master's degrees. And we're located in Myers Park, just three short miles from our original downtown location. Also, since then, quaint Charlotte has become one of the country's fastest-growing, thriving urban centers.

As we embrace these changes, we proudly maintain our heritage. Although we've grown, we still offer an intimate campus where our high-caliber faculty have close mentoring relationships with students. As we expand academic offerings, we continue our tradition of an evolving curricula empowering each class to thrive. We embrace our increasingly diverse student body, maintaining a close-knit community that unites us as Royals.

### The Evolution of our Name, Mission and Student Body.

Queens started as the Charlotte Female Institute (1857-1891). Then we became the Seminary for Girls (1891-1896), then Presbyterian Female College (1896-1912). In 1912, we became Queens College and moved to our beautiful Myers Park campus.

In 1930, Queens linked to the Presbyterian Synod of South Carolina through a merger with Chicora College. With that partnership, we adopted Chicora's motto: *Non ministrari sed ministrare* (Not to be served, but to serve). Even though the schools are no longer tied, the motto continues at Queens. You see the spirit of service in the actions of students, faculty, staff, and alumni who live this motto and make it our institutional mission.

In the 1940s, we began our journey to admit men. It began shortly after World War II when men could attend, but not live on campus. Then, in 1948, Queens opened a co-ed evening college. In 1987, the process was complete: we became fully co-ed, admitting men and allowing them to live on campus.

In 2002, after nearly a century and a half of growth and change, we became who we are today: Queens University of Charlotte.

### College and Schools

While our curriculum evolves continually—ensuring that our students have the latest skills—it's rooted in a strong liberal arts approach. The result is an education that's innovative, yet timeless.

During the past twenty-five years, we have expanded our expertise and offerings to educate the next generation of leaders. In 1993, we established the **McColl School of Business** to join the original traditional undergrad program, known as the **College of Arts and Sciences**. In 2004, we merged the nursing program with Presbyterian Hospital's program to create the **Presbyterian School of Nursing**. In 2007, the Board of Trustees approved the creation of the **Wayland H. Cato, Jr. School of Education**. In 2008, we opened the School of Communication, later named the **James L. Knight School of Communication**. In 2010, we met growing demand for options in the field of healthcare by creating the **Andrew Blair College of Health**.



### From Brick and Ivy to the Screen

Queens launched its first online degree in 2008 – the Bachelor of Science in Nursing for existing RNs, known as the RN to BSN. Five years later, we introduced several master's degrees online, including the Master of Arts in Communication; the Master of Science in Nursing, the Master of Arts in Educational Leadership and the online MBA.

### A Tradition of Looking Forward

Over the past century and a half, we've carefully cultivated a sense of intentional balance. Queens is where big city meets small school. Where self-discovery occurs amid selfless service. Where our curricula evolve to teach the latest skills while respecting our timeless liberal arts core. We've created a unique learning environment that doesn't ask students to choose between these ideals and interests. We invite them to be both, be more – and in so doing, to leave their own mark on our history.



## The Campus

Just a few miles from uptown Charlotte, our campus offers a picturesque sanctuary for the Queens community to live and learn. We're tucked into beautiful Myers Park, one of Charlotte's most historic neighborhoods. On our grounds, stately Georgian buildings stand amid towering oak trees, and lawns offer idyllic communal places for students to gather, learn outside, or even hang a hammock for a midday break.

The campus has been here since 1914, when the school moved a few miles from its original downtown location. Five of our buildings hail from

that year, and new, state-of-the-art buildings continue to join them. Whether the buildings opened in 1914 or 2016, however, they share an architectural motif of red brick with white trim, creating a unified appearance that respects our historic character.

**Belk Chapel (1950)** is a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk. The Chapel has been renovated to house the Stan Greenspon Center for Peace and Social Justice as well as the Pamela L. Davies Center for Faith and Outreach, marking Queens as a place of interfaith leadership in the Charlotte region.

**Coffee House (2010)** is a staple on campus for faculty, staff and students. It is conveniently located at the center of the campus adjacent to Everett Library, and offers coffee, breakfast items, sandwich and soup options. The Coffee House also offers fireside seating, six computer workstations, and two study rooms. Outside patio seating is also available.

**Dana Building (1961)** honors Charles A. Dana, a generous benefactor. This building contains our Diversity, Equity & Community Engagement lounge, a space for students to gather, connect, and learn, as well as classrooms, the DeWitt Computer Classroom and the Knight Crane Convergence Laboratory and faculty offices.

**Diana Courtyard (1924)** is located on the south side of Queens Hall and includes a sculpture casting of Young Diana, Goddess of the Hunt. Diana is a prominent figure in Queens traditions; students frequently decorate her to celebrate events and holidays or to recognize important events.

**Everett Library (1960)** is located at the center of the campus. The exterior features a newer Georgian-style portico that protects a 60-foot mosaic tile mural designed by American muralist Edmund Lewandowski, depicting fields of knowledge included in an academic library. The Library welcomes all and offers many resources and services for students conducting research, collaborating, and studying.

**Sarah Belk Gambrell Center for the Arts & Civic Engagement (2020)** is located on the corner of campus at Selwyn Avenue and Wellesley Avenue. Queens' fine arts building has served as a community venue for world-class

cultural events since 1966. Thanks to a generous gift from The Gambrell Foundation, this building received major renovations. The refreshed, reimagined space reflects the university's strong, historic commitment to arts, culture, and civic engagement and prepare it for a future in civic, business and academic leadership. The gift has been made in honor of Sarah Belk Gambrell and her longstanding commitment to invest in the arts, education, the Charlotte community, and Queens.

**Kathryn L. Grigg Courtyard & Outdoor Classroom (2015)** is named after alumna Kathie L. Grigg '87. This space provides an optimal outdoor learning experience for students.

**The Hadley Theater (2002)** is named in honor of Dr. Charles Hadley and Professor Jane Hadley and was built in collaboration with Charlotte Mecklenburg Schools. Hadley Theater is located inside Myers Park Traditional School, adjacent to the Queens campus. It features a state-of-the-art Black Box facility. In this hands-on learning environment, The Hadley Theatre functions as a performance venue, rehearsal space, classroom, laboratory, storage facility, workshop and scene shop.

**Harris Welcome Center (1915)** is the first stop for many future Royals. The Center is named in honor of James J. Harris and was built by NC Governor Cameron Morrison (1869-1953). Harris is home to the Undergraduate Admissions Offices and the Harris Meeting Center for the Undergraduate Program.

**Jernigan Hall (1914)** is named in honor of Dr. Charlton Coney Jernigan, Queens president from 1951-1953. This building houses the Registrar's Office, the Student Financial Services Offices, and the Wayland H. Cato, Jr. School of Education.

**Knight-Crane Hall (2016)** is home to the Knight School of Communication and the Presbyterian School of Nursing, including the Delores and Richard Blair Center for Nursing Excellence and the administrative offices for the Presbyterian School of Nursing. This building encompasses innovation at its finest with interactive workspaces, mock interview spaces, advanced technology and open laboratories. The first floor houses the Center for Student Success, Michael Murphy Learning Studio, Vandiver Center for Career Development and Dowd Career Readiness Suite, as well as the Myrta Pulliam

Center for International Education.

**The Levine Center for Wellness & Recreation (2013)** is a 145,000 square-foot three-level facility named for Leon and Sandra Levine through a generous donation from The Leon Levine Foundation. It houses the Curry Arena with three side-by-side basketball/volleyball courts and moveable walls and retractable bleachers. The main level features a student lounge and food area, a ballroom, the Kinesiology Department, an exercise and sports science lab and classrooms. The lower level holds the aquatic center, locker rooms and a specialized area for sports performance and sports medicine. The upper level houses the Royals Athletics Department, studios for dance and exercise, a walking/jogging track and a state-of-the-art fitness center

**Morrison Hall (1927)** has three levels. The lower level includes the Copy and Mail Service Center and Dining Services offices. The Frances Young Dining Room is located on the second level and is the main spot students go to for meals. Student Life, student organizations, and Residence Life are located on the third level.

**McEwen Hall (1914)** is named in honor of Dr. Mildred Morse McEwen, alumna and Professor of Chemistry (1924 - 1971). It houses the administrative offices of the College of Arts and Sciences as well as classrooms and faculty offices.

**The President's House (1928)** is located on Roswell Avenue and was originally built by William H. Peeps for the Lethcos, who were drawn to the new, "highly desirable" Myers Park suburb. The Lethco House has been described as one of Charlotte's finest Tudor Revivals.

**Queens Hall (1914)** stands picturesque on Selwyn Avenue. It houses the President's Office and several administrative teams, as well as the McInnes Parlors, which host social events.

**Rogers Hall (2012)** was awarded Gold LEED status and features a unique Green Wall made possible by Otis and Christy Crowder. It also houses Queens' science and mathematics programs as well as the administrative offices for the Andrew Blair College of Health. The building consists of state-of-the-art classrooms, science laboratories, a greenhouse, practicum areas and faculty offices. The Duke Energy Auditorium, the Bank of American Reading Room, and the

Robert Haywood Morrison Lobby are also located in Rogers Hall.

**The Sports Complex at Marion Diehl Park (2006)** covers 65-acres and is a joint partnership between Mecklenburg County Park and Recreation Department and Queens. The facility features a championship field, adaptive field, practice field/running track, Field House and Conference Center. It's also home to the Howard Levine Tennis Center, a state-of-the-art training, practice and play facility, 13 lighted courts, seating, and meeting space / locker rooms for tennis, track and field, and field hockey.

**The Student Health & Wellness Center (1935)** houses the undergraduate student health and counseling treatment areas as well as professional staff offices.

**John H. Sykes Learning Center (2000)** honors Mr. John H. Sykes, a member of the Board of Trustees and a generous benefactor. The building is home to the McColl School of Business and contains classrooms, faculty offices, a student lounge, meeting rooms and event spaces. The building also includes the 214-seat Ralph Ketner Auditorium.

**Tillett Building (1949)**, named for Miss Laura A. Tillett, professor emeritus of English, is used by the Art Department for ceramics, sculpture, woodworking and metalworking.

**Trexler Student Center (1993)** honors long-time Queens trustee Charles B. Trexler and his children. Updated in 2019, the Trexler Center is located at the center of the campus and houses multiple micro-dining concepts, including the Mecklenburger, QC Pizzeria, the Royal Bistro, and Miss Betty's Marketplace. A stairway connects the Trexler Center with the Service Center on the lower level of Morrison Hall.

**Watkins Hall (1914)** is named for Miss Mildred C. Watkins, a member of the faculty from 1895-1909. It was renovated in 2020 and houses faculty offices, campus police and IT.

**Withers House (1904)** Benjamin Withers built this home on East Trade Street in Charlotte. In 1926, it was moved piece-by-piece and reconstructed on its current site on Selwyn Avenue, across from the main Queens campus. Today, it houses offices for our External Relations department.

## RESIDENCE HALLS

**Albright Residence Hall (1964)** is named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queens. This is a corridor-style building with shared community bathrooms that can house approximately 140 students. Renovated in 2009, Albright consists of mostly double occupancy rooms.

**Barnhardt Residence Hall (1965)** honors Mr. and Mrs. William H. Barnhardt. Mr. Barnhardt, a prominent and devoted supporter of the University. Barnhardt is a corridor-style building with shared community bathrooms, consisting of mostly double occupancy rooms and some single rooms. Barnhardt can house nearly 100 students and was renovated in 2010. The first floor of Barnhardt Hall also houses some faculty/staff offices, classrooms, meeting space and the Queens Chronicle offices.

**Belk Residence Hall (1954)** honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The building was renovated in 2009. Belk is a corridor-style building with community bathrooms and double occupancy rooms that can house approximately 80 students. Belk Hall houses both new and returning students.

**Hall Brown Overcash Residence Hall (1962)** is used to house both first year and returning students. It was renovated in 2008 and can accommodate approximately 120 students in a corridor-style building with community bathrooms, mostly double residence rooms and a limited number of triple rooms. Rex's Lair, a popular meeting and programming space, is located on the first floor of Hall Brown Overcash. Hall Brown Overcash Residence Hall anchors the west end of the residential quad.

**Hayes Residence Hall (1914)** is one of the original five buildings on campus. The building is named for Queens alumna and Board Trustee Miriam Cannon Hayes '37. The Lily Long Lobby in Hayes Hall is named for Miss Lily W. Long, president from 1891 to 1899. Hayes is a suite-style building accommodating nearly 70 students. With two double rooms with an adjoining bathroom, Hayes is primarily used to house returning students. Hayes Hall was fitted with all new furniture throughout the building in 2009.

**Northwest (2019)** is located by the Clocktower Circle. Strong growth and a significant increase in

students created the need for this residence hall. The corridor-style building can accommodate approximately 120 students with a mix of double residence rooms and triple rooms. Adjoining rooms have a shared bathroom. Northwest is primarily used to house returning students.

**Wireman Residence Hall (2001)** is Queens' largest residence hall named for the late Billy O. Wireman, President of Queens from 1978-2002. Wireman is a suite-style building accommodating 225 students in both single rooms and double rooms with adjoining bathrooms. Wireman is primarily used to house returning students. The Greek Village is located on the lower level of Wireman and includes seven lodges for sororities and fraternities.

## Centers and Institutes

### THE CENTER FOR ADVANCEMENT OF FACULTY EXCELLENCE (CAFE)

The Center for Advancement of Faculty Excellence (CAFE) is a resource-rich environment for faculty that focuses on best practices in teaching and learning. It offers technological resources and expert consultation to support diverse teaching strategies, and training in innovative pedagogical techniques, experiential learning, and classroom strategies. The CAFÉ sponsors a variety of professional development programs, training and activities for faculty to help faculty explore and exploit opportunities and resources to enhance learning, research, and other aspects of academic life.

### THE CENTER FOR ETHICS AND RELIGION

The mission of the **Center for Ethics & Religion** is to educate the Queens community and the broader community on ethics and religion through dialogue, paying particular attention to the intersection of those two aspects of our lives.

### THE STAN GREENSPON CENTER FOR PEACE AND SOCIAL JUSTICE

The **Stan Greenspon Center for Peace and Social Justice** creates bridges of multicultural understanding and collaboration that support human rights through education, advocacy, and action at Queens University and in the broader Charlotte community.

In addition to providing Holocaust and Human Rights education, we advocate with and for the most vulnerable in our communities through our Social Justice groups: Affordable Housing,

Criminal Justice, Refugee Advocacy, and Healthcare Justice. Students, staff, faculty, and community members are welcome to engage with all of our programs.

### THE DAVIES CENTER FOR FAITH AND OUTREACH

The **Center for Ethics and Religion** educates the Queens and broader communities on topics that connect value-based citizenship to our belief systems. This Center is housed in Belk Chapel and focuses especially on interactions among people of different religions and world views.

### The Davies Center for Faith and Outreach

challenges students to reflect thoughtfully on their religious identity or world view as they live out Queens' motto, "not to be served, but to serve." A vital part of Belk Chapel, the Davies Center offers students such experiences as the CROSS Urban Immersion program, trips to the US-Mexico border, and regular volunteering opportunities at the Grove Presbyterian Church's after school program. The Center's signature "Yes/And" experience is the Davies Fellows program, which recognizes and supports students who explore faith and outreach in academic and co-curricular settings.

### THE MYRTA PULLIAM CENTER FOR INTERNATIONAL EDUCATION

The Myrta Pulliam Center for International Education administers study abroad opportunities including the John Belk International Program which includes options for students to study abroad on short-term faculty-led programs, semester and year-long exchanges, language immersion programs, and international internships. The Myrta Pulliam Center for International Education also offers services to the Queens' international student population including immigration support for F-1 visa holders.

### THE CENTER FOR LATINO STUDIES

The **Center for Latino Studies** supports multidisciplinary and multifaceted projects with the common mission of promoting understanding of the Latino experience in the United States, with a particular emphasis on North Carolina's Piedmont region. The Center creates an intellectual and physical space for research, cultural exploration, and dialogue. Scholars, students, and leaders, both local and national, are invited to explore the meaning of the "Hispanization" of the Southeastern United States for our communities and for our future.

**THE CENTER FOR PROFESSIONAL DEVELOPMENT**

The Professional Development Center of the McColl School of Business delivers non-credit, certificate programs and other short course offerings directed toward business professionals.

**THE EXECUTIVE LEADERSHIP INSTITUTE**

The **Executive Leadership Institute** of the McColl School of Business provides customized executive education and brings the quality, relevance and expertise of the McColl School to the business community.

**QUEENS LEARNING INSTITUTE**

The **Queens Learning Institute** offers cultural and intellectual programming to members of the Charlotte community. We bring distinguished faculty, highly-acclaimed local experts and world-renowned speakers to campus to discuss topics that are intellectually stimulating or take participants on a cultural journey. The Queens Learning Institute produces annual conferences in the fields of estate planning and human resources, partners with other university departments to

provide community lectures and events and manages the Queens Learning Society speaker series.

**SCHOOL EXECUTIVE LEADERSHIP ACADEMY**

**SELA** is a partnership between the Cato School of Education, the McColl School of Business, Charlotte-Mecklenburg Schools (CMS) and other surrounding districts, designed to accelerate the flow of qualified leaders for our schools. It is unique in several ways. It combines the expertise of the School of Business in developing leaders with the expertise in education provided by the School of Education and personnel from the school districts. Successful participants can receive the North Carolina school executive license in 14 months and can earn 18 graduate credit hours.

**Additional Centers found under Student Services**

[THE CENTER FOR STUDENT SUCCESS](#)

[THE HEALTH AND WELLNESS CENTER](#)

[THE LEVINE CENTER FOR WELLNESS AND RECREATION](#)



## Undergraduate Student Life

Queens University of Charlotte realizes that, as important as academic activities are, much of a student's education occurs outside the classroom. Day-to-day living experiences and campus activities are valuable components of a well-rounded education and central to what makes Queens so special. Students learn and grow by becoming active participants in the life of the campus community. This participation can take many forms, including Student Government, Fraternity & Sorority Life, our honor code system, residential living, diversity programming, health & wellness services and our wide array of student organizations, clubs, and campus traditions.

With over 65 clubs and organizations, including five national sororities, including two historically African-American sororities, and over 170 years of traditions to draw from. The out of class experience at Queens can rival that of any institution of its size. Our Student Government Association is well funded and positioned to distribute resources to clubs and organizations for the purpose of engaging students in the traditional undergraduate experience. The Division of Student Life works closely with all branches of SGA to make sure those funds are being utilized in ways to enhance the quality of student life at Queens University of Charlotte. Our students consistently rate their undergraduate experience among one of the most engaging in the country.

To learn more about our Division of Student Life, and the many cherished traditions at Queens University of Charlotte, visit the **Student Life** web site. There you will discover information pertaining to the departments comprising our Student Life Division (Diversity, Inclusion & Community Engagement (DICE), Health & Wellness, Office of Student Conduct, Office of Sexual Misconduct and Interpersonal Violence Prevention, Residence Life & Housing, Spiritual Life, and Student Engagement) and up to date information on all the programs, services and activities offered at Queens to complement your academic experience.

## Athletics

The Department of Athletics at Queens University of Charlotte is a leading NCAA program in the United States distinguished by its commitment to transforming the lives of its students, and

consistently competing at the highest possible levels. The Royals have achieved top 10 finishes in the Learfield Directors' Cup Standings for the past five years and recently recorded above a 3.3 GPA for the third consecutive season. Housing 30 varsity level sports, the Royals are now a member of the ASUN Conference after officially reclassifying to Division I on July 1, 2022. The women's NCAA teams include basketball, cross country, golf, field hockey, lacrosse, rugby, soccer, softball, swimming, tennis, track and field, triathlon, and volleyball. Queens also fields men's teams in baseball, basketball, cross country, golf, lacrosse, soccer, swimming, tennis, track and field, wrestling, and volleyball. Additionally, the Royals field varsity teams for cheerleading, dance, men's rugby, and men's and women's triathlon.

### Levine Center for Wellness and Recreation

The Levine Center is home to Royals basketball, volleyball, swimming, wrestling, cheer, dance, and triathlon.

### Queens Sports Complex at Marion Diehl Park

The Royals field hockey, soccer, lacrosse, tennis, and rugby teams play at the Queens Sports Complex at Marion Diehl Park. The complex is the result of a partnership between Queens and Mecklenburg County with continued plans to develop an existing 65 acres. Currently, the complex is equipped with a state-of-the-art field house, conference center, a 13 court tennis facility, and fields for field hockey, soccer, and lacrosse. Further improvements will deliver a fully developed track and field facility.

### Tuckaseegee Dream Fields

The Royals softball and baseball programs enjoy the new, high quality fields at Tuckaseegee Dream Fields. The Tuck is overseen by The Knothole Foundation which is committed to expanding opportunities for youth to engage in learning how to play with emphasis on academic achievement.

### McAlpine Park

The Royals cross country teams use McAlpine Park, a regionally recognized course, as its training and meet facility.

Students are encouraged to support the Royals by attending athletic events. Admission to all regular season home athletic events is free with a current Queens Student Identification Card. Students are asked to download the Queens Athletics App in the Google Play Store or Apple Store by searching

Queens Royals to stay updated with the latest news and information surrounding the teams. Fans are also encouraged to follow the Royals on Facebook, Instagram, and Twitter by searching @QueensAthletics.

## Honor Associations and Awards

Several organizations have been established at Queens to recognize high achievement, both in scholarship and in campus leadership. *Janusian Order* is an honorary organization that was established at Queens in 1937. *Janusian Order* includes students selected from the junior class on the basis of outstanding leadership, citizenship and scholarship exhibited during their sophomore year at Queens. *Mortar Board* is a national senior honor society. Mortar Board recognizes those students who have demonstrated not only outstanding scholarship but who have made significant contributions as leaders. *Student Marshals* are students who have achieved academic excellence. Students are selected as Student Marshals each year following fall term on the basis of class rank from a list of eligible degree candidates who are taking a fulltime course load. They serve as ushers in academic processions at official University events. *Who's Who Among Students in American Universities and Colleges* recognizes noteworthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

## IN ACADEMIC DISCIPLINES

- **Alpha Psi Omega** is the largest dramatic honor society in the country and began a chapter at Queens in spring 1994. Membership is based on points accrued by working in either the performing or technical aspects of theatre. Work may be done at Queens or in professional community theatres.
- **Beta Beta Beta**, the National Honorary Biological Society, promotes interest in the biological sciences and keeps students aware of new developments in the field. The Tau Tau chapter is affiliated with the N.C. Academy of Sciences. Membership eligibility is based on academic achievement.
- **Beta Gamma Sigma**, an international honor society, recognizes the outstanding academic achievements of students enrolled in collegiate business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business.
- **Lambda Pi Eta**, the National Communication Association's honor society, recognizes outstanding students for excellence in communication studies and promotes professional development among students in the Knight School of Communication.
- **Pi Sigma Alpha**, the National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. The goal of this organization is to stimulate scholarship and interest in the subject of government by providing tangible recognition to students who have excelled in the field.
- **Phi Kappa Phi** is the nation's oldest and most selective honor society for all academic disciplines. It recognizes and promotes excellence in all fields of higher education and encourages scholars to engage in service. Membership is by invitation only to the top 10 percent of seniors and graduate students and 7.5 percent of juniors.
- **Psi Chi** is a national honor society whose purpose is to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.
- **Sigma Delta Pi**, the National Collegiate Hispanic Honor Society (Sociedad Nacional Honoraria Hispánica), founded in 1919 is the largest foreign-language honor society and the only honor society devoted exclusively to students of Spanish in four-year colleges and universities. The Omega Epsilon chapter at Queens supports the society's mission to honor high academic achievement in the study of Spanish and other college-level subjects and to promote a greater interest in and a deeper understanding of the Spanish language and Hispanic cultures. Students may contact the department to apply for membership.
- **Sigma Tau Delta**, the International English Honor Society founded in 1924, recognizes high achievement in the discipline of English, including language, literature, and writing. The Queens chapter, Alpha Pi Kappa, was organized in 2008 to provide cultural stimulation on the campus and promote interest in literature and the English language in the Charlotte-Mecklenburg community. To be eligible for membership, a student must have reached second-semester sophomore status, have a



minimum 3.0 GPA overall, and have completed at least two English classes at the 200-level with at least a 3.2 GPA in all English courses.

- **Sigma Theta Tau International**, the Honor Society of Nursing, was founded in 1922. The Mu Psi Chapter of the Presbyterian School of Nursing at Queens, recognizes students who have demonstrated superior academic achievement and leadership potential. Undergraduate students meeting these criteria are invited to be inducted after they have completed at least half the nursing component of the Bachelor of Science in Nursing program. Graduate students meeting criteria are invited to be inducted after completing one-fourth of the MSN curriculum.
- **Theta Alpha Kappa**, the national honor society for religious studies and theology, was founded in 1976 and now has more than three hundred chapters nationwide. The Alpha Lambda Upsilon chapter at Queens was chartered in 2014. Membership eligibility extends to all students who have completed at least 12.0 credit hours of Religion courses, with an average of at least 3.5 in those courses and 3.0 overall. Contact the Philosophy and Religion department for more information.
- **Alpha Kappa Delta**, The International Sociology Honor Society, founded in 1920, seeks to acknowledge and promote excellence in the study of sociology, social problems, and other intellectual activities that will lead to the improvement of the human condition. The Alpha Epsilon chapter at Queens was founded in 2018 and invites for membership those juniors and seniors who have shown a serious interest in sociology and exhibited strong academic achievement.
- **Tau Upsilon Alpha** is the national honor society for human services whose purposes are to honor academic excellence, to foster lifelong learning, leadership and development and to promote excellence in service to humanity.
- **Kappa Delta Pi**, International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. The Queens chapter was founded in 2014 to encourage students to work together to learn more about education and share that knowledge with others. To be eligible students must have completed at least 30 credit hours of collegiate course work, have at least 12 credit hours in education course work programmed, in progress, or completed and

have a cumulative grade-point average of 3.0 or greater.

- **SALUTE**, The SALUTE (Service Academics Leadership Unity Trust Excellence) Honor Society is for any undergraduate or graduate student enrolled in an accredited academic institution who has been honorably discharged from the armed services or can provide proof of current duty who has completed 12 semester hours or the equivalent of one semester. For an undergraduate their GPA must be 3.0; for a graduate student their GPA must be 3.5. The students are installed at commencement ceremonies each spring.
- **Alpha Sigma Lambda**  
The Theta Chi chapter of the Alpha Sigma Lambda National Honor Society, the national honor society for students in continuing higher education, was installed in 1998. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Students must meet the following minimum requirements to be considered for membership: have earned a minimum of 30 semester hours, with at least half of these credits in courses outside the student's major field. Members shall be elected only from the highest ten percent of those students who meet these requirements. Those selected must have a minimum GPA of 3.2.
- **Upsilon Phi Delta (UPD)** is the national academic honor society for students in health administration. The Queens UPD chapter was formed in 2020. Students enrolled in the Master of Health Administration (MHA) Program are eligible for induction, membership is based on academic excellence. The purpose of UPD is to elevate the standards, ideals, competence, and ethics of professionally educated students in healthcare management and leadership and to recognize and encourage scholarship in healthcare management and policy.

## AWARDS

In addition to membership in campus honor associations, Queens University of Charlotte recognizes a number of other honors and awards, including the Dean's List, graduation with honors, creative writing awards, various other academic awards and athletic citations and the Diana Award.

The Algernon Sydney Sullivan Award is presented to those who exemplify high standards of service.

Since 1948, the New York Southern Society has granted to Queens University of Charlotte the privilege of bestowing two Algernon Sydney Sullivan awards each year, one to an outstanding graduate and a second to a member of the community.

Mr. Sullivan, a distinguished lawyer and the first president of the Society, had such outstanding qualities of moral courage and personal inspiration that the Society created these awards to honor him and to commend others who might exemplify similar qualities.

## Student Services

### **THE CENTER FOR STUDENT SUCCESS**

The Center for Student Success provides support services to maximize students' learning and prepare them to meet opportunities and challenges at Queens and beyond. Our services include a collaborative integration between academic advising, accessibility services, student success mentorship, and peer tutoring to better serve the campus community.

Additional services include student success workshops and peer mentoring programs, such as the THRIVE Institute and the Roadmap Scholars program.

There is no charge for the services provided in the Center for Student Success, which is located on the first floor of Knight-Crane Hall.

**Academic Advising** is provided to all undergraduate students. Students work with faculty and professional academic advisors to assist them in decision-making, career preparation and understanding the Queens' culture. Advisors work with students to discuss topics, such as major and minor requirements, general education requirements, careers and internships in students' majors, course registration and approval.

First-year students are assigned a Royal Advisor in their major for their first three semesters at Queens. Royal Advisors are faculty members who have a special interest in advising students as they transition to the university. After three semesters, students are reassigned to a faculty advisor within their major who guides them toward degree completion. Professional academic advisors serve as a resource regarding university policies, academic regulations, and assisting students in setting and attaining academic goals.

**Peer Tutoring** provides one-on-one peer tutoring and small group tutoring (primarily in introductory level courses) to support collaborative learning. Tutoring is offered in some upper division courses as determined by need. Supplemental Instruction, led by a student Supplemental Instruction leader, is available for introductory courses in which students traditionally struggle at the college level such as chemistry and mathematics.

Tutors are Queens University of Charlotte students who have successfully completed the coursework for the classes they support. They are recommended by a faculty member and complete ongoing training. The program is internationally certified by the College Reading and Learning Association (CRLA), which requires a rigorous protocol for training, hiring and certification.

**The Writing Center** is staffed by peer writing consultants. The purpose of the program is to facilitate student agility in all aspects of the writing process by encouraging the development of strong writing habits. Writing consultants have been selected based on the recommendation of faculty. Each consultant completes a curricular class to engage the practices and theories of composition and rhetoric. The Writing Center is certified by College Reading and Learning Association (CRLA) and Southeastern Writing Center Association (SWCA).

Students may sign up for tutoring and/or writing appointments by accessing [www.queens.edu/tutoring](http://www.queens.edu/tutoring)

**Student Accessibility Services (SAS)** at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the Americans with Disabilities Act (ADA) amended in 2008 and Section 504 of the Rehabilitation Act of 1973. Accommodations may include modifications in the classroom, residential halls and during University-sponsored programs or activities. Student Accessibility Services believes that students are their own best advocate and works with them to develop their advocacy skills. In addition, SAS provides services to students with a wide range of disabilities, such as medical illness, learning disabilities, ADHD, psychiatric disabilities, physical disabilities, vision impairment, hearing impairment, and other health-related conditions.

To access the rights provided through the ADA and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of the student with a disability to

self-identify and register with Student Accessibility Services by providing the appropriate medical documentation. Reasonable accommodations cannot be granted until documentation is reviewed. After the student meets with SAS, a decision will be made to determine if the student is deemed a qualified person with a disability. Accommodation decisions are made on a case-by-case basis. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation in advance so that arrangements can be made in a timely manner.

Student Accessibility Services is in the Center for Student Success in Knight-Crane Hall, Suite 102F. To inquire about receiving accommodations, please contact:

Director of Student Accessibility Services, Jessica Capobianco, MSW, LCSW [sashelp@queens.edu](mailto:sashelp@queens.edu) or 704.337.2508

For information visit <http://www.queens.edu/life-at-queens/student-support/accessibility.html>

### **Appeal and Formal Grievance Procedure for Students receiving Accommodations**

Queens University of Charlotte strives to maintain the highest standards of integrity for upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). These federal laws mandate that no otherwise qualified person, by reason of disability should be denied access to, participation in, or benefits of, or be subjected to, discrimination under any programs or activities offered by the University. Queens University of Charlotte has adopted both an Informal and Formal Disability Grievance Procedures. Any student, who believes that he or she has been discriminated against due to their disability or has been denied access to a program or activity or provided a reasonable accommodation required by the law, may make a complaint under these procedures. These procedures can be found on the [Student Accessibility Services MyQueens website](#).

## **HEALTH SERVICES AND COUNSELING**

### **Mission**

The Queens University Health and Wellness Center (HWC) by Atrium Health provides wellness, medical, and mental health services to all students enrolled in the University. The Health and Wellness Center, in conjunction with Student Life, provides, promote, and supports programs and services consistent with

the mission of the University, integrating the physical, emotional, and intellectual health and wellness of each student and the Queens community at large. We strive to empower students to identify and manage their health and wellness needs by providing evidence-based education.

### **Medical Services**

Queens University has partnered with Atrium Health to enhance the services offered to Queens University students. All care provided at the Queens University Health and Wellness Center is free to students, insurance will not be billed for services at the Health and Wellness Center. Whether you're feeling ill or need a routine medical appointment, the Health & Wellness Center is here to support you. Treatment for common illnesses such as colds, flu, seasonal allergies, upset stomach, urinary tract infections, rashes, COVID infections, sprains and strains is available. You can see the provider for annual health screenings, physicals, pregnancy, STD and HIV testing, lab work, vaccinations, filling prescriptions, and to manage chronic illnesses such as high blood pressure, asthma, or diabetes.

### **Mental Health Services**

The HWC through the Counseling Center, offers individual counseling and referral to a network of specialists, including psychiatrists and treatment facilities in the Charlotte area. Counselors also provide educational programming and outreach to the Queens community. Counselors are licensed in the state of North Carolina and are capable of addressing the general mental health and developmental concerns that may present while in college. These concerns may include the following: adjustment to college, stress and anxiety, body image / self-esteem, depression, family conflict, relationship concerns, sexual concerns, sexual assault /rape, abuse, sleep or appetite disturbance, suicidal thinking, grief, learning how to support family and friends in crisis, and alcohol/drug abuse.

### **Right to Privacy**

The HWC staff is committed to protecting your medical information.

### **Integrated Treatment Model**

HWC staff works as an integrated treatment team to provide quality care. While medical and counseling information is confidential, the staff may at times discuss aspects of your care with other members of the treatment team in order to provide the highest quality of services. In emergency situation, the HWC staff may refer you to another clinician or hospital; vital information may be shared with these health care providers.

**Release of Information**

Identifying personal health information will not be given to parents, friends, outside medical doctors, partners, roommates, University faculty or staff and employers unless:

- Written permission and/or a release to disclose health information has been signed by you.
- When there is serious and foreseeable harm to you or others.
- You indicate that there is reasonable cause to believe that a child or a dependent adult has been abused.
- A court orders HWC staff to disclose confidential information about you. If this happens, HWC staff will first ask that the court drop their order. If they refuse to drop their order, HWC staff will disclose only the minimum amount of information we deem necessary to satisfy the court's order.
- You waive the privilege by bringing charges against HWC staff.

**As Required by Law.**

We will disclose health information about you when required to do so by federal, state, or local law.

**Right to Inspect and Copy.** You have the right to inspect and copy health information. Usually, this includes medical and billing records, but does not include counselor's clinical progress notes. To inspect and copy health information you must submit your request in writing to the HWC. If you request a copy of the information, we may charge a fee for the costs of copying, mailing or other supplies associated with your request.

We may deny your request to inspect and copy in certain very limited circumstances. If you are denied access to health information, you may request that the denial be reviewed.

Adult client medical and counseling records are disposed of seven years after last appointment.

**Right to provide suggestions, complaints.**

Please direct comments to: Maria del Carmen Flores, Vice President of Student Engagement & Dean of Students (704) 337-2227 or [floresm@queens.edu](mailto:floresm@queens.edu).

If you have any questions concerning your rights and/or ethical treatment by your counselor, or if you wish to file a complaint, please contact the following: National Board of Licensed Professional Counselors at [www.ncblpc.org](http://www.ncblpc.org) or phone 919.661.0820.

**Financial Responsibility**

Health and Wellness services are available regardless of health insurance status or insurance carrier. While most services are free, charges incurred for services performed at the Health and Wellness Center must be paid at the time of service. Fees can be paid by billing your student tuition account.

For counseling, a brief model is utilized and a limited number of free counseling sessions can be offered (10 sessions per semester) to each student. Counselors have the discretion to increase number of sessions if clinically necessary.

**Appointment Responsibility**

To receive medical care, appointments are encouraged and walk-in visits are accommodated when possible. 704.337.2220

Appointments are necessary for counseling sessions. Appointments can be made by calling the HWC at 704.337.2556 or emailing [guccounseling@atriumhealth.org](mailto:guccounseling@atriumhealth.org).

Please remember to cancel and reschedule appointments 24-hours before your appointment. A pattern of missed appointments may lead to termination of services.

**Participation**

You are encouraged to fully participate in your health/counseling treatment. Counseling sessions typically last 50 minutes. During the intake appointment, the counselor will address your concerns and discuss options with you. The number and frequency of sessions will be determined by both the client and counselor.

Counseling is a voluntary act, and you have the right to choose a counselor that best suits your needs. We will do our best to accommodate your needs within our scope of practice, but if long-term or specialized therapy is indicated, we will make every reasonable effort to find a referral source in the community. If a counselor determines that a student is not making progress with a counselor at the HWC, or is non-compliant with counseling recommendations and referrals, the counselor may refer that student to an off-campus mental health provider.

**After Hours Care**

For students requiring medical or mental health care when the HWC is not open, resources are available on and off campus.



For physical health concerns call 704.337.2220 to be connected to an afterhours call center that is staffed by a nurse who will determine if your care can wait until the next morning when the HWC is open or if you need to seek treatment immediately.

For mental health concerns call 704.337.2556 to be connected to an afterhours call center.

Campus Police are on duty 24/7 and can be reached at **emergency** extension 2911 or 704.337.2306.

### **Health Requirements for University Admission**

Students are required to submit documentation of state required immunizations to the Queens. Requirements can be viewed and submitted on the Student Vaccination [Form](#).

Failure to comply with this requirement will result in removal from all classes within 30 days of the beginning of classes. No tuition refunds will be granted.

## **LEVINE CENTER FOR WELLNESS & RECREATION**

The Levine Center provides facilities for student wellness, recreation and athletics including basketball and volleyball courts, an aquatic center, locker rooms, sports-performance and sports medicine facilities, food area, and a large meeting space. There is a studio for dance and exercise, a walking/jogging track, and a fully-equipped fitness center with cardiovascular machines, strength equipment, free weights and a functional training area with both wall-mounted and machine-mounted TVs. The campus bookstore is also located in the lobby area for convenient access

## **STUDENT STORE**

The Student Store sells books, academic supplies, accessories and apparel as well as software and hardware for students. The Student Store is located in the Levine Center.

## **CHILD CARE and other ODD JOBS OPTIONS**

The Service Referral List (SRL) is comprised of current Queens University of Charlotte students wishing to be hired for part time employment such as childcare, tutoring, housesitting, etc. Queens University of Charlotte does not claim responsibility

or assume any legal liability for the student listed and/or the services rendered. It is the potential employer's option to request references, extend interviews, handle background checks and determine the appropriate terms and conditions for employment. Please be in contact with Student Life (704) 337-2226 to add your name to the website featuring this information.

## **CAMPUS POLICE AND PUBLIC SAFETY**

The Queens University of Charlotte Campus Police and Public Safety Department is a fully sworn and highly trained Police Department. Our department is committed to providing a safe, inclusive environment that fosters ethical living and prepares the community for both purposeful and meaningful lives.

Our dedicated and professional department members exhibit ethical decision making, practice Community Policing to build relationships and garner respect, as well as providing an inclusive atmosphere for student, faculty, staff, and visitors. A member of our department is available 24 hours a day, 365 days a year by either visiting the department in Watkins Hall or by calling 704-337-2306.

## **INFORMATION TECHNOLOGY SERVICES**

IT Services manages hardware, software and network services to support the academic and administrative mission of the University. Among services provided are:

### **Online Services**

All enrolled students receive a Queens account used to log in to MyQueens ([my.queens.edu](http://my.queens.edu)), email & calendar ([mail.queens.edu](mailto:mail.queens.edu)), OneDrive document storage & collaboration ([onedrive.queens.edu](http://onedrive.queens.edu)), MyCourses for access to course information, assignments, and discussions ([mycourses.queens.edu](http://mycourses.queens.edu)), MyAccount for class schedules, billing, and grades ([myaccount.queens.edu](http://myaccount.queens.edu)), and more.

### **Wireless Internet Access**

Wireless Internet access (QU-Wifi) is available in all campus buildings and some outdoor areas, including South Lawn and Trexler Courtyard. Guests and visitors to campus may connect to the QU-Guest network in public areas of campus (QU-Guest is not available in the residence halls). Wired network connections are available in most residence hall rooms and are recommended for multimedia devices like gaming consoles and streaming players

(Apple TV, Roku, and others).

### **Classroom and Lab Computing**

Mac & PC computers are available for student use in several computer labs & common areas throughout campus, including in Everett Library, Dana, Sykes, Jernigan, Rogers, and more. A full list of available student computing spaces is available on the ITS web site at [its.queens.edu](https://its.queens.edu).

### **Microsoft Office**

Students may download a free version of Microsoft Office for use during their time as a Queens student. Search for “Microsoft Office” at [its.queens.edu](https://its.queens.edu) for instructions to download and install this free software. Your Queens account also allows free access to the Word, Excel, and PowerPoint apps, available in your mobile device’s app store.

### **Support Requests**

Technology support is provided for all University-owned and managed computer systems. Support for wired and wireless connectivity issues is provided as a courtesy for students in order to help you gain access to university resources. Students are responsible for support of their personally-owned computer hardware and software. For support requests please contact the IT Services Helpdesk at [helpdesk@queens.edu](mailto:helpdesk@queens.edu) or 704.337.2323.

### **Print Management**

Each semester students are granted a free quota for printing and photocopying using the Follow Me Printing system. Students can print to any Follow Me Printer using university lab & common area computers or can install the Follow Me application to print to university printers from their own computer (search for “Follow Me Printing” at <http://its.queens.edu> for more information). Students use their ID cards to release their print jobs at the printing devices. To print beyond the allocated free quota requires students to add funds to their print balance.

### **Responsibilities**

All users of Queen’s electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) and all other university technology policies. These policies are available to current faculty, staff and students on the IT Services site at [its.queens.edu](https://its.queens.edu).

The approval of the IT Services department is required before adding any network equipment (such as routers) that might alter or degrade the University network. All computers connecting to the Queens

network must run current anti-virus software.

For more information about Information Technology Services, visit the ITS web site at [its.queens.edu](https://its.queens.edu).

### **Library**

The Library welcomes all students and works hard to support their success. Students may consult librarians for expert, personalized guidance in using the library, including searching databases, selecting high-quality sources, and locating materials. Professors often bring librarians into the classroom, either in person or virtually, for class instruction on use of the library and information literacy.

Library resources include 149 research databases, 40,000 print books, 490,000 e-books, 1,800 DVDs, and 73,000 streaming videos. The online catalog, databases, and research guides are available 24/7 at [library.queens.edu](https://library.queens.edu). An interlibrary loan service provides additional resources to students and faculty.

Located at the heart of campus, the library building comprises 35,000 sq. ft. on three floors, houses 2 computer labs, 12 group study rooms, 3 makerspace audio/video studios, a quiet study room, the special collections study room, and the collaborative learning center with casual group seating in four distinct learning areas. The library can seat more than 300, offers 54 computers, audio and video recording equipment, mobile whiteboards, and 2 mobile presentation stations. Wi-Fi access is available throughout the library and two large printers are available for scanning, printing, and copying needs. The library is also home to the Coffee House and a satellite location for the Center for Student Success. Professional staff and student staff are available to assist library patrons during all 90 hours of operation.

#### Library Coffee House

Visit the coffee house and enjoy a break to refuel. There are additional meeting rooms in the coffee house, a vibrant patio, and access to Wi-Fi.

#### Rena Harrell Special Collections Room

The Rena Harrell Special Collections Room, named for Queens’ first librarian, houses several historical collections including the Bible given to Rena Harrell by King George VI of England. The library website features digitized materials from Queens archives and other collections.

#### Friends of the Library

The Friends of the Library at Queens began in 1971 and promotes year-round book and cultural events.

Friends' gifts to the library provide funding for books, technology, furniture, and student activities.



## Military and Veteran Services

**Student Veterans Association-** Queens University of Charlotte has recently created QU4Troops. The veteran organization's goals are to educate the Queens community on veteran issues, establish a network of veterans to mentor incoming veteran students and to help develop veteran students professionally to ensure they have success after college. The student veteran organization is here to make your transition to college life as smooth and rewarding as possible. We offer support to our active, guard, reserve, veteran alumni, and military spouses and dependents.

**Dedicated Student Veterans Center –** Centrally located on campus, the Veterans Center serves as a gathering place for Veterans, family and any interested student or faculty member. The Veterans Center hosts our annual chili cook-off as well as monthly social events, group volunteering and professional development speakers. The Veterans Center is also the location where we host recruiters and talent-seekers from local businesses to meet student veterans and help them find career opportunities after they graduate.

**NC Serves-** Queens University of Charlotte is a proud partner of NCSERVES. It is a network of 50 + providers that assist our military veterans, spouses, and dependents with legal, employment, education, financial assistance, healthcare, housing, legal, support groups, mentoring, sports & fitness, spouse & family support, and volunteering.

**Yellow Ribbon-** Queens University of Charlotte is a Yellow Ribbon School. For students who are 100% eligible for Chapter 33 education benefits and who have reached the VA's annual tuition/fees cap, the school will cover up to \$6,000 dollars and the VA will match that amount to cover any remaining tuition balance; leaving the benefit holder no out of pocket tuition & fees expenses.

**Veterans Affairs (VA) Work Study-** Queens University of Charlotte offers two VA Work Study positions. To be eligible, recipients must be degree seeking, enrolled at least ¾ time (9 credit hours) and have education benefits eligibility remaining. Veterans with service connected disabilities of at least 30% may be given priority.

**ACE Transcript Evaluation-** The military transcript evaluation is a process that includes several steps. The registrar's office will evaluate the transcript with the assistance and approval of College officials.

**Certifying Official-** Located in Student Financial Services is the Veteran Affairs Certifying Official. Our Certifying official works diligently with our military students to help them maximize the use of their VA education benefits.

### **Class Absence due to Active Training**

Reservists, who are called to active training during a semester, should contact the military/veteran's liaison once training dates are known. The liaison will work with the student in the official notification of the student's course instructors. The student should contact the instructors to make arrangements for any missed assignments.

### **Withdrawals for Students Called to Active Duty during a Semester**

Reservists, who have been called to active duty during a semester, may elect one of the following options:

#### **1. Leave of Absence or Withdrawal from the University**

- a. Tuition and general fees will be fully refundable.
- b. Room and board will be prorated based on the number of weeks enrolled. To be eligible for a room and board refund, a student must return their room key to the Residence Life Office.
- c. The student will be responsible for fees/charges such as health services charges, library fines, parking fees/fines, etc.
- d. The unearned portion (prorated based on the termination date) of health insurance premium will be refunded to the student. A copy of the active duty orders (form DD 220 or similar document) from the military must be provided to the Office of Student Financial Services. Claims submitted/paid prior to the termination date would still be covered.
- e. If the student is receiving federal or state financial aid, the university may be required to return federal and state aid funds. If the student has received a refund check for these funds a balance may result that must be repaid to the university.

- f. To be eligible for a refund under these guidelines, the student must:
  - i. Submit to the Registrar's Office a completed leave of absence/withdrawal form. On this form clearly state "called to military active duty"
  - ii. Submit a copy of his or her call-up papers to the Registrar's Office. These orders will serve as documentation for the refund of tuition and fees.
  - iii. The effective withdrawal date will be the last day the student attends classes.
  - iv. The Registrar's Office will notify the VA Certifying Official and the Student Financial Services Office of the student's withdrawal from the University.

## 2. Incomplete Grade Option

A student who is called to active duty at the end of a semester may want to consider receiving grades of incomplete. The student should speak with each of his/her instructors to determine if a grade of incomplete is warranted. Things to consider are:

- The nature of the course work and assignments that will be missed;
- The ability to complete missing course work; and
- The timing of due dates on the course work.

Students will have a maximum of one year to complete the outstanding course work. If a student fails to complete the course work, the incomplete grades will be converted to grades of "F". Should grades of incomplete be assigned, the student will not receive a refund on tuition.

Students called to active duty who are currently receiving financial aid must meet with the VA Certifying Official in the Office of Student Financial Services before leaving Queens. A student may need to repay financial aid funds that were disbursed to cover tuition, fees and room and board for the period the student will not be enrolled.

Students who fail to take care of these responsibilities prior to leaving Queens may have their academic and financial aid impacted.

### **Students Receiving Federal Military Tuition Assistance**

For students who receive federal military tuition assistance and withdraw, the institution is responsible for returning any unearned TA funds received through 60% of the term (no matter the reason for withdrawal). A student who withdraws due to a military service obligation will not be held liable for any unearned TA funds that must be returned by the institution. The student must submit his/her military service obligation papers to the Registrar's Office so that the reason for withdrawal can be documented.

As an example, let's assume a student is a junior enrolled in 3 courses for the fall term and has received \$2,250 in TA funds. If the student withdraws from all of his/her classes on October 1<sup>st</sup>, the following would be the calculation:

# Days in August (assuming term start date is August 29 <sup>th</sup> ):	3
# Days in September:	30
# Days in October:	0
Total days enrolled & attending:	33
Total days in term (assuming term ends December 9 <sup>th</sup> ):	103

33 days divided by 103 days = .320

Multiply total amount of TA received of \$2,250 by .320

\$2,250 X .320 = \$720

Student would be able to keep \$720 and the university would have to return \$1,530

## Student Rights and Responsibilities

It is the responsibility of the student to know and follow these policies as well as other policies in this Catalog and in other University print and online publications.

See also [Undergraduate Academic Policies](#) and [Graduate Academic Policies](#).

### The Honor Code

Queens University of Charlotte is firmly committed to principles of honor and prides itself on the spirit of trust that exists among all of its members. At the very heart of Queens University of Charlotte is the Honor Code. The Honor Code is based on the principle that a spirit of trust should pervade all aspects of student life. Its essence is that any violation of the Honor Code is an offense against the community.

The Honor Code at Queens University of Charlotte is the keystone of the University's belief that its students should act honorably and responsibly in all aspects of life, both on and off campus. The Honor Code incorporates the high principles of honor and integrity in both personal conduct and academic work. The purpose of the Honor Code is to assist in the development of mature individuals who act responsibly at all times and to promote a community based on the principles of responsible citizenship, mutual trust and respect. The Honor Code is binding on all members of the University community and applies to all phases of life at the University.

An effective Honor Code depends upon each student adhering to the spirit and letter of its principles. It demands accountability on the part of all students for their actions. Queens' students are responsible for their personal conduct at all times and shall be subject to review, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including acting against those who violate the Code:

*As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*

**Academic Pledge:** I pledge truthfulness and absolute honesty in the performance of all academic work.

**Community Pledge:** I pledge to be truthful at all times, to treat others with respect, to respect the property of others and to adhere to University policies.

Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional or inappropriate behavior, academic dishonesty, and plagiarism.

### The Judicial Process

Suspected violations of the academic portion of the Honor Code should be reported to the office of the Associate Provost and Dean of University Programs. Suspected community violations should be reported to the Dean of Students' office. Reported violations of the Honor Code can be adjudicated by the Honor Council or Campus Judicial Board. Full information on the process is available in the [University Honor Code Booklet](#).

## Student Complaint Policy

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the university community, should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without prejudicing his or her status with the University.

### Definition

A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint.

A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances may include discrimination or an alleged infringement upon the rights of an individual by a university employee, student or student organization, but are not limited to that type of allegation.

The student must first have attempted to resolve the issue by approaching the person(s) involved, and then the appropriate dean or supervisor, before filing a written complaint.

## Disability Discrimination

Any student who believes that a University employee has discriminated against him/her due to a disability should file a grievance with the Director of Student Accessibility Services within ten days from the date of the alleged incident. For the complete process and policy information see **Student Accessibility Services**.

### Process

The student is encouraged to attempt and resolve all grievances at the lowest possible level. The student first discusses the problem or complaint with the person whose decision or action is being contested and then the person's dean or supervisor. If the grievance cannot be resolved at that level the student can submit a formal complaint in writing.

A complaint must be based on a claimed violation of a university rule or policy that has not resolved through ordinary processes. Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will ensure that the complaint receives a timely response. The results of complaints appealed to this level are final and may not be further appealed. The Provost and Vice President for Academic Affairs will keep on file a record of each complaint, its nature and resolution.
- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Dean of Students. The Dean of Students will ensure that the complaint receives a timely response. A record of each complaint, its nature, and resolution will be forwarded to the Academic Affairs office. Students should also see the Student Handbook.

## Student Accessibility Services

**The Office of Student Accessibility Services** at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include modifications in the classroom, residential halls and University sponsored program or activity. The Office of Student Accessibility Services believes that students are their own best advocate and works with students to develop their advocacy skills. SDS provides services to students with a wide range of disability including: learning disabilities, ADHD, psychiatric, physical disabilities, vision impairment, hearing impairment, and medical conditions.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by registering with the Office of Student Accessibility Services and by providing appropriate documentation. Reasonable accommodations cannot be granted until documentation is reviewed and the student is deemed a qualified person with a disability. Accommodation decisions are made on a case-by-case basis. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Accessibility Services is located in the Center for Student Success in Knight-Crane 102 F. To inquire about receiving accommodations, please contact:

Director of Student Accessibility Services Phone: 704.337.2508 Fax: 704.688.2764  
For information visit <http://www.queens.edu/life-at-queens/student-support/accessibility.html>

## Appeal and Formal Grievance Procedure for Students with Disabilities

Queens University of Charlotte strives to maintain the highest standards of integrity of upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). These federal laws mandate that no otherwise qualified person, by reason of disability should be denied access to, participation in, or benefits of, or be subjected to, discrimination under any programs or activities offered by the University. Queens University of Charlotte has adopted both an

Informal and Formal Disability Grievance Procedures. Any student, who believes that he or she has been discriminated against on the basis of his or her disability or has been denied access to a program or activity or provided a reasonable accommodation required by the law, may make a complaint under these procedures. These procedures can be found on the **Student Accessibility Services** MyQueens website.

## Intellectual Property Policy

Adopted: 2009-2010 / Revised: 2011

### I. Purpose of the Policy

Queens University of Charlotte encourages the production of creative and scholarly works known broadly as intellectual property. These works may create rights and interests on behalf of the creator, Queens University of Charlotte, and others. The purpose of this policy is to support research and scholarship and to help administer intellectual property matters and the rights and responsibilities of all involved.

### II. Application of the Policy

This policy applies to works created by all classifications of faculty, staff, and students of the university and to non-employees such as consultants and independent contractors who create works on behalf of the university, unless a written agreement exists to the contrary.

Queens does not assert a property interest in materials that result from the creator's pursuit of traditional teaching, research, creative, and scholarly activities. However, in those cases where substantial institutional resources are provided to support the faculty project or teaching, Queens may assert ownership or other property interests; these situations should be addressed through specific agreements with the producers of the works. Queens desires its employees to have ownership in their works to the greatest extent possible without detriment to the university.

### III. Definitions

A. Intellectual property includes, but is not limited to, the following, whether or not patentable or registerable under statute:

- (1) Copyrightable material produced from creative and scholarly activity, such as texts (manuscripts, manuals, books, articles); videos and motion pictures; music (sound recordings, lyrics, scores); images (print, photographs, electronic); art



(painting, sculpture, theatrical work, literary work); and computer or electronic software (programs, databases, web pages, courseware); and

(2) Patentable works such as processes, machines, manufactures, compositions of matter, devices, formula, inventions, designs, and software excluded from copyright; and Trademarked materials, such as words, names, symbols or logos, domain names, trade dress, and slogans or any combination of words, including those adopted by the university to identify itself and to distinguish itself and its sponsorship from others; and

(3) Trade secrets.

B. Faculty refers to full-time and part-time faculty, including adjunct faculty. Staff refers to classified employees, administrative staff, and students who are hired for or assigned specific creative work by the university. Students may be staff members for some purposes and not for others. If they are paid as student assistants, for example, or given grants to do specific research, they are staff. Students receiving general scholarship or stipend funds would not normally be considered staff.

C. Assigned Duty refers to a task or project undertaken as a result of a specific request or direction or as part of expected job responsibilities. Such a task would in most cases include specific instructions, approval of work product, and general oversight. A faculty member's general obligation to teach a class, research a topic, or produce scholarly writing on a subject would not fall into this category. Work produced as an assigned duty of a staff member is considered a work for hire and will be owned by the university. If copyrightable work-for-hire materials are marketed, a staff member will not ordinarily share in the royalties from sales of the work. Faculty may be engaged in work for hire by special agreement.

D. Teaching materials, including online and distance learning materials, created by faculty without substantial use of university resources or special agreement remain the property of the faculty member. If the development of the course materials has made substantial use of university resources and absent a provision in the special agreement, the university and the faculty member will co-own the property rights and both will retain a non-exclusive license to use these materials in educational settings, even if the faculty member leaves the university. Should there be any commercial potential for the materials developed with substantial use of

university resources, the faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property.

#### IV. Ownership and Use

In keeping with the view that one of the university's primary benefits to society is the production of original works by its faculty, staff, and students, and in order to best encourage such activity, it is the general policy of Queens that intellectual property shall be the property of the author or creator. Except ~~as set forth below~~, the creator of intellectual property shall retain his/her rights, and the university shall not assert ownership rights. For students and others who develop creative works collaboratively, ownership will be joint unless the parties have a prior written agreement.

The university may assert ownership rights to intellectual property under the following circumstances:

- Development was funded as part of an externally sponsored research program under an agreement that allocates rights to the university.
- A faculty member or student was assigned, directed, or specifically funded by the university to develop the material, and the university has negotiated an agreement with the creator providing funds, release time, or other agreed-upon consideration.
- Material was developed by staff members in the course of employment duties and constitutes work for hire under U.S. law.
- Development required substantial use of university resources (e.g., facilities, equipment, funding) or more than ordinary use of university resources for that discipline. "Substantial resources" requires use of resources of a degree or nature not routinely made available to all faculty or faculty in that discipline.
- The intellectual property created is more integral to,

and reflects more directly on, the identity of Queens University of Charlotte than on the identity of the individual who created it. Examples of this kind of material are alumni bulletins, newsletters, fundraising materials, and any material that prominently uses the trademarks or logos of the university. Queens owns or has a proprietary interest in any trademark, service mark, design, or logo registered or unregistered, that represents or identifies Queens, its programs, or services.

Unauthorized use is strictly prohibited. All authorized use inures solely to the benefit of Queens University of Charlotte.

#### **V. Applicability of the Policy**

This policy applies to all faculty, staff, students, visiting faculty and researchers, and employees and visitors covered by sponsored program agreements or other contractual agreements. This policy sets forth the rights and obligations of Queens with respect to all intellectual property, including intellectual property created prior to the effectiveness of this policy.

The overriding principle underlying this Intellectual Property Policy is to encourage creativity and

inventiveness, so Queens reserves the right to allow some flexibility in applying this policy on a case-by-case basis. Ownership and use of materials developed pursuant to a special agreement between the university and the creator will be governed by the provisions of that agreement.

#### **VI. Administration of the Policy**

The administration of this policy shall reside with the Intellectual Property Committee.

#### **VII. Dispute Resolution**

Questions about application of this policy may be referred to the Intellectual Property Committee. Should any disputes arise as to the ownership of intellectual property, the parties shall be entitled to appear before the Intellectual Property Committee and to present evidence with respect to the disputed ownership. The committee's written determination shall contain the basis for its decision and recommendation. The university president, on his/her own motion or at the request of any interested party, may review the committee's determination. The president may affirm, modify, or reject any determination of the committee. The decision of the president is final.



## University Technology Policies

The Queens University of Charlotte network is provided as a service to students, faculty, staff, and other members of the Queens community. Maintained by the university's Information Technology Services Department (ITS), the network supports the educational and service mission of the university. It is the responsibility of all users of the Queens network to know these guidelines and act accordingly when utilizing these resources.

All users of Queens electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) and all other university technology policies. These policies are available to current faculty, staff and students on the ITS web site: [its.queens.edu](http://its.queens.edu).

IT Services must approve any network equipment (such as routers) that might impact the network. All computers connecting to the Queens network must run current antivirus software. *For more information.* Please contact the IT Services helpdesk at [helpdesk.queens.edu](http://helpdesk.queens.edu), [helpdesk@queens.edu](mailto:helpdesk@queens.edu) by calling 704.337.2323

## Q-Alert Emergency Notification System

QAlert is the emergency notification system that we use to notify the campus community of an emergency, inclement weather, or class cancellations. It sends messages about the status of a given situation, as well as other details the campus needs to know. Students, faculty and staff are automatically registered for QAlert through the university's enterprise resource management system. To review and/or update your contact information--including your cell phone number for text messages--please go to [myaccount.queens.edu](http://myaccount.queens.edu) and log in using your network username and password. Then click the "Update Your Contact Information" button in the middle of the page.

## Student Records—Annual Notice

### Directory Information

The following information on individual students is considered Directory Information and is public: full name, addresses (home, local), telephone numbers, email address, major field of study, dates of attendance at Queens University of Charlotte, enrollment status (undergraduate or graduate; full- time or part-time); class year (senior, junior, etc.), date of graduation, degrees, honors and awards received, participation in officially recognized University activities, student organizations, and sports, photographic, video and electronic images of students taken and maintained by the University, height and weight of student athletes. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists.

### Directory Hold

Students who do not wish this information made public must inform the Registrar's Office, requesting a "Directory Hold" in writing within 10 days of the start of the term. The Registrar's Office will notify other University offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

### Confidential Records

All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores and other academic work.

### Official Records

Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University. Official records do not include the following: letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

### Access to Official Records

Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974 permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the University directly relating to that student. (Note: Files on individual students are retained for five (5) years after the student leaves the University. Only the Queens academic transcript is kept indefinitely.)

Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to University officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material. Queens University of Charlotte recognizes that the Family Educational Rights and Privacy Act of 1974, as amended, does not intend to exclude release of information regarding dependent students' academic progress/grades to their parent or guardian if such information is requested. Queens also recognizes the student's right to specify that information regarding academic progress/grades not be released to parent(s)/guardian(s). Written notification must be made to the Registrar.

### Record of Immunization Law

North Carolina law requires individuals attending a college or university, whether public, private or religious, to receive certain immunizations. The registrar of the college or university is responsible for assuring the required immunizations have been received by all new (undergraduate and graduate) students enrolling in college each fall. The statute applies to all students **except** students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses (classes beginning after 5 p.m.)
- Weekend courses
- No more than four-day credit hours in on-campus courses

If at any time the above student status changes to: on-campus courses, course load of more than four (4) credit hours, on-campus residence, and/or enrollment in day-time courses, a Certificate of Immunization or record of immunization must be presented on or before the date the person first registers for a quarter or semester.

### Colleges and Universities

Vaccine	Number Doses Required Before School Entry*
<a href="#">Diphtheria, tetanus and pertussis</a>	3 doses
<a href="#">Polio</a>	3 doses
<a href="#">Measles</a>	2 doses
<a href="#">Mumps</a>	2 doses
<a href="#">Rubella</a>	1 dose
<a href="#">Hepatitis B (Hep B)</a>	3 doses

\*Please read below for further information

### Diphtheria, tetanus and pertussis

Three doses are required for individuals entering college or university. Individuals entering college or university for the first time on or after July 1, 2008, must have had three doses of tetanus/diphtheria toxoid; one of which must be tetanus/diphtheria/pertussis within the last ten years.

**Polio**

Three doses are required for individuals entering college or university. An individual attending school who has attained his or her 18th birthday is not required to receive polio vaccine.

**Measles**

Two doses at least 28 days apart are required for individuals entering college or university. The requirement for a second dose does not apply to individuals who entered school, college or university for the first time before July 1, 1994. A person who has been diagnosed prior to January 1, 1994, by a physician (or designee such as a nurse practitioner or physician's assistant) as having measles (rubeola) or an individual who has been documented by serological testing to have a protective antibody titer against measles is not required to receive measles vaccine. Individuals born before 1957 are not required to receive measles vaccine except in measles outbreak situations.

**Mumps**

Two doses are required for individuals entering college or university. A physician's diagnosis is not acceptable for mumps disease(s). Individuals must be immunized or have laboratory confirmation of disease or have been documented by serological testing to have a protective antibody against mumps. Individuals born before 1957 are not required to receive the mumps vaccine. Individuals that entered college or university before July 1, 1994, are not required to receive the vaccine. Individuals that entered school, college, or university before July 1, 2008, are not required to receive the second dose of mumps vaccine.

**Rubella**

One dose is required for individuals entering college or university. A physician's diagnosis is not acceptable for rubella disease(s). Individuals must be immunized or have laboratory confirmation of rubella disease or have been documented by serological testing to have a protective antibody titer against rubella. Any individual who has attained his or her fiftieth birthday is not required to receive rubella vaccine except in outbreak situations. Any individual who entered college or university after his or her thirtieth birthday and before February 1, 1989, is not required to receive rubella vaccine except in outbreak situations.

**Hepatitis B**

Three doses are required for individuals entering college or university. Hepatitis B vaccine is not required if an individual was born before July 1, 1994.

**Required vs Recommended**

North Carolina law requires children receive certain vaccines. But in order to be fully protected from vaccine-preventable diseases, children should receive all age-appropriate immunizations.

For more information about vaccine preventable diseases and immunizations recommended, please refer to the [Centers for Disease Control and Prevention \(CDC\)](#), the [Advisory Committee on Immunization Practices \(ACIP\)](#), and the [Immunization Action Coalition](#).

**N.C. Exemptions**

North Carolina law provides for two types of exemptions from required immunizations. They are medical and religious.

**Medical Exemption**

G.S.130A-156. Medical exemption.

The Commission for Health Services shall adopt by rule medical contraindications to immunizations required by G.S. 130A-152. If a **physician licensed to practice medicine in this State** certifies that a required immunization is or may be detrimental to a person's health due to the presence of one of the contraindications adopted by the Commission, the person is not required to receive the specified immunization as long as the contraindication persists. The State Health Director may, upon request by a physician licensed to practice medicine in this State, grant a medical exemption to a required immunization for a contraindication not on the list adopted by the Commission.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. If a physician determines the need to request a medical exemption from a required immunization for a patient and

needs assistance, they should contact the North Carolina Immunization Branch at (919) 707-5550.

- [Medical Exemption](#) (PDF, 517 KB) (DHHS 3987)--Use this form for true contraindications and precautions, i.e. those recognized by the Commission for Health Services.
- [Physician's Request for Medical Exemption](#) (PDF, 41 KB) (DHHS 3995)--Use this form for contraindications and precautions not recognized as valid.

### **Religious Exemption**

G.S.130A-157. Religious exemption

If the bona fide religious beliefs of an adult or the parent, guardian or person in loco parentis of a child are contrary to the immunization requirements contained in this Part, the adult or the child shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements, the person may attend the college, university, school or facility without presenting a certificate of immunization.

There is no form for requesting religious exemptions in North Carolina. To claim a religious exemption, the parent or person requesting the exemption must write a statement of their religious objection to immunization, including the name and date of birth of the person for whom the exemption is being requested. This statement would then be provided to schools, child care programs, camps, etc. in place of an immunization record. If a family is requesting a religious exemption for more than one child, a separate statement should be prepared for each child. Statements of religious objection to immunization do not need to be notarized, signed by a religious leader, or prepared by an attorney. They do not need to be submitted to the state for review or approval.

### **Personal Belief**

10A NCAC 41A .0403 Non-Religious Personal Belief No Exemption:

Except as provided in G.S. 130A-156 and G.S. 130A-157, and 10A NCAC 41A .0404 and .0405, no child shall be exempt from the requirements of 10A NCAC 41 .0401; there is no exception to these requirements for the case of a personal belief or philosophy of a parent or guardian not founded upon a religious belief.

### **Resources**

Additional text from North Carolina rules and laws on immunizations, including text suitable for printing, can be found on our [N.C. Rules and Laws](#) page.

## **Class Behavior Policy**

In order to foster a positive learning environment, students are expected to behave and participate in class in a civil and respectful manner. A faculty member has the right and responsibility to remove any student from his or her class who, by the student's disruptive, demeaning, or discourteous behavior, impedes the class.

When a student is removed from class, the faculty member will communicate the length of time of removal to that student. The faculty member will at that time notify his or her Dean and the Associate Provost and Dean of University Programs, in writing, that the student has been removed from class, the length of time of the removal, and the reason why.

A student removed for one calendar week or less may not appeal the removal. A student removed for a period of time beyond one calendar week, including up to the balance of the semester, may appeal in writing to the Dean of the class involved within seven calendar days after being removed from class.

Should the Dean deem it appropriate, he or she may seek an informal resolution to the matter. Should the Dean not seek an informal resolution, or should such informal resolution fail, the matter will be formally considered by a committee appointed by the Provost and Vice President of Academic Affairs consisting of two faculty members and the Dean. The committee will give a written recommendation to the Provost and Vice President for Academic Affairs, who will make the final decision.

A student may be subject to appropriate grade sanctions for work missed and absences during the time of removal from class. A student removed from class for the remainder of the semester because of his or her behavior will

receive a failing grade for the course. A student removed from more than one class because of his or her behavior may also be suspended or expelled from the university.

## **Class Absences**

Students who anticipate absences as a result of pregnancy, childbirth, recovery from any related conditions, or parenting should consult with the department chair.

## **University-Recognized Absences from Class**

Students are expected to attend class. However, the university recognizes that students must occasionally miss class for university-recognized activities (e.g., performances, academic conferences and competitions, athletic conferences and competitions, etc.) or for unavoidable and sometimes unanticipated personal reasons (e.g., illness, personal injury, death in the family, jury duty, religious holidays, and duties associated with military service). While individual instructors set specific attendance policies and penalties in each class, the following policy applies to both absences for university-recognized activities, as described above, and unavoidable personal absences, as described above.

University-recognized and unavoidable personal absences will typically count towards the maximum number of allowed absences in the course; therefore, students should be careful not to use their allotted absences for other reasons.

The university does not require faculty members to distinguish between “excused” and “unexcused” absences. Consequently, individual faculty members may request corroboration for the reason for a specific absence in order to decide how to weigh absences in the grading scale or to make exceptions to their written attendance policy.

The university is committed to fair, non-discriminatory treatment of all students in all matters. Faculty should reasonably accommodate students who must be absent for university-recognized absences.

### *Student Responsibilities:*

Students should recognize that excessive absences from class for any reason will be detrimental to the student's performance and that it may be necessary to decline a university-sponsored activity in order to ensure consistent class attendance and high academic achievement. Missing classes for university-sponsored activities may ultimately lower the student's grade.

For non-emergency absences that can be anticipated in advance, students must inform the faculty member no later than one week before the anticipated absence in order to receive consideration for make-up work or other accommodations, and preferably at the beginning of the semester after the course syllabus has been distributed.

Students should consult their university-sponsored obligations, religious, and other calendars when registering for a course to avoid class times and days that will cause conflicts. For absences related to sudden personal illness or injury, students must inform the faculty member before the class meeting if at possible and no later than three days after the onset of illness or injury in order to receive the privilege of make-up work or other accommodation. Exceptions can be made at the discretion of the faculty member.

Students must adhere to deadlines for the make-up work and any other stipulations connected to the make-up work or accommodation. When possible, assignments should be completed in advance of the absence.

Students who miss classes for an extended period of time (generally, more than the equivalent of 25% of the course) should consider withdrawal from the university.

Students who anticipate absences as a result of pregnancy, childbirth, recovery from any related conditions, or parenting should consult with the Title IX Coordinator, the Associate Director of Interpersonal Violence Prevention and Title IX, and the Director of Student Accessibility Services.

### *Faculty Responsibilities:*

Faculty must not discriminate against any student in the application of this policy and must apply the policy consistently. Faculty will provide students with a syllabus in each course before the drop/add deadline, clearly

showing scheduled major assignments and exams and stating the attendance policy for that class. Faculty will avoid changing the date of a major examination; if the date must be changed, faculty will notify students no less than one week in advance. If the class meets at a time other than the designated course time for service or enrichment activities or other reasons, faculty must accommodate all students who cannot attend for university-recognized reasons. Typical accommodations for students who have been absent for university-recognized reasons include but are not limited to the following: rescheduling of a quiz or exam, allowing make-up work, creating alternative assignments, meeting with the instructor, and allowing late work.

#### Scheduler Responsibilities

University officials responsible for scheduling activities and events for students at which their attendance is required will make every effort to avoid conflicts with classes. Students should not be pressured to miss class to attend events at which their presence is not absolutely required. For athletic events generally, students should only miss classes when they will participate in those events. In working out a student's class schedule, her or his advisor should make every effort to avoid potential conflicts with university-recognized activities.

### **Student ID Cards**

Student ID cards are required for all Queens students. The Campus Police Department, located in Watkins Hall on the Diana Fountain side, prepares photo ID cards valid for the academic year. ID cards are required to check out books in Everett Library, enter into certain classrooms and labs, enter academic facilities after hours, access meal plans in our dining facilities, enter residence halls and parking deck for residential students, and to use the athletic facilities. In an effort to streamline the process, new students are sent an individualized link to a photo submission software so that they can upload a photo ahead of their arrival on campus. Students will receive their individual link approximately 24 hours after their Queens account is created by the IT department. Once Campus Police receives an uploaded photo, it takes 24 to 48 hours for approval and the ID will be ready for pick up when the student comes to campus, but they will be required to have a photo ID on them for identification purposes prior to being given the Q-Card.

### **Parking**

All upper-class students must register their vehicles and obtain a parking decal to have their cars on campus. There is no Resident Freshman parking. Please visit our parking portal at [parking.queens.edu](http://parking.queens.edu) to register your vehicle. You will be prompted to pay using your student account. Please visit the Campus Police Department in Watkins Hall to pick up your new decal. The Student Parking Policy is available on the parking portal and must be acknowledged in order to register for your decal. It is also available on the Public Safety and Campus Police MyQueens page under "Parking Policy".



# Undergraduate Admissions

The undergraduate program offers curriculum and services designed for entering first year, transfer and adult undergraduates (23 or older).

## **Traditional Admission**

Most traditional undergraduates live in residence halls and are enrolled full-time. A full range of student life activities and student services are available to students in this program including international study (some options fully covered in tuition), internships for credit, the honors program and pre-professional study programs.

## **High School Preparation**

Students considering applying to Queens should follow a college-preparatory program from an accredited or approved high school. Four units of English, three units of mathematics, two units of history/social studies, two units of science (including one lab) and two units of a foreign language are strongly encouraged.

## **Traditional Freshmen Admission**

All prospective students apply for admission to the Traditional Undergraduate Program through the Undergraduate Office of Admissions.

## **Application**

Application forms may be obtained online by visiting [admissions.queens.edu](https://admissions.queens.edu).

To be considered for admission, candidates must provide a completed application (The Common Application or our internal version) that includes an essay, along with an official high school transcript. It is optional, that students also submit teacher recommendations and SAT or ACT scores. We accept the official PDF that can be downloaded on the student's College Board or ACT account. Test scores are required under certain circumstances. See [queens.edu](https://queens.edu) for specifics. The admissions office may request additional information in order to better understand an applicant's goals and fit with the university.

In evaluating an application, the admissions committee considers the applicant's high school performance (both core and weighted GPA), rigor of high school curriculum, essay, extra-curricular participation and test scores and letters of recommendation when available.

SAT and advanced placement test applications and information about testing dates may be obtained from secondary school counselors or from The College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639. The College Board's website is [www.collegeboard.com](https://www.collegeboard.com). The College Entrance Examination Board (CEEB) code number for Queens University of Charlotte is 5560. ACT applications and information about testing dates may also be obtained from secondary school counselors or from ACT Records, P.O. Box 451, Iowa City, Iowa 52240. The ACT code number for Queens University of Charlotte is 3148. The ACT website is [www.act.org](https://www.act.org).

## **Admission Deadlines**

The university has four admissions decision plans: Early Decision (binding), Early Action 1 (non-binding), Early Action 2 (non-binding) and Regular Decision.

Early Decision (binding) – Students who apply and submit all materials by the November 1 deadline and indicate their intent through early decision. These applicants will receive an admissions decision by December 1. A student who is accepted as an early decision applicant must attend Queens, provided it is financially feasible. Although you may apply to additional colleges, you must withdraw all other applications after you are accepted to Queens. While all Queens applicants are considered for merit scholarships, students applying Early Decision (November 15) or Early Action 1 (November 15) are considered for the most competitive academic scholarships. These students are asked to submit their tuition deposit by February 15.

Early Action 1 (non-binding) — Students who apply by the November 15 early action deadline and complete their application by submitting all requested materials will receive an admissions decision by the end of the calendar year. These students are not required to commit to the university until the National College Decision Date of May 1. While



all Queens applicants are considered for merit scholarships, students applying Early Action 1 (November 15) are considered for the most competitive academic scholarships.

Early Action 2 (non-binding) — Students who apply by the January 18 early action two deadline and complete their application by submitting all requested materials will receive an admissions decision by March 1. These students are not required to commit to the university until the National College Decision Date of May 1. All Queens applicants are considered for merit scholarships.

Regular Decision – Students who apply by the March 15 regular decision deadline and complete their application by submitting all requested information will receive an admissions response no later than April 15. These students do not have to commit to the university until the National College Decision Date of May 1. All Queens applicants are considered for merit scholarships.

Enrollment deposits will continue to be accepted until the class is full.

### **High School Dual Enrollment**

Any student who is a junior or a senior in a Charlotte-Mecklenburg area secondary school may enroll for courses at Queens during any term when recommended by the secondary school. Credit earned under the dual-enrollment program may be used at Queens or another institution as college credit when the student enrolls as a degree candidate. A high school student who wishes to dual enroll must apply through the Undergraduate Office of Admissions. An official high school transcript is required and students must have a cumulative GPA of 3.0 or higher to be considered.

### **Home Schooled Students**

Students who have followed a home school curriculum must follow all guidelines for freshmen admission. Particular consideration will be given to co-curricular involvement, test scores and any writing samples the student may wish to share. Should the Office of Admissions deem necessary, a personal interview with an admissions counselor may be requested.

### **Transfer and Post-Traditional (Adult Undergraduate) Admission**

Queens welcomes transfer students from other regionally accredited colleges and universities. They may apply for admission for the fall, spring or summer term. Applicants must provide a final high school transcript and official transcripts from each college/university they have attended. Transfer applicants must also submit a Statement of Good Standing form from the Dean of Students at the last college or university in which they were enrolled.

### **Adult Students defined**

Post-traditional students – often adult undergraduates – attend Queens on either a part-time or full-time basis. You are likely a post-traditional student if you meet any of the following criteria:

- 23 or older
- You are working full time to support a family and have no housing requirement.
- You are a veteran or active military who has no housing requirement.
- You are claiming independent financial aid status and have no housing requirement.
- You desire part-time study and have one of these criteria: no housing requirements, work full-time, or financially independent status.
- You already have a 4-year degree and are looking to complete a second degree.
- You are a non-degree student.

### **Priority Transfer Application Deadlines**

For spring semester: November 1

For Fall: April 1

Transfer students are expected to have followed the recommended high school curriculum and to have maintained a minimum 2.5 average on a 4.00 scale in previous college work. For liberal arts and science courses completed at other accredited institutions, credit usually will be transferred if the grade earned is a C or better.

Courses transferred from two-year institutions are classified as either 100- or 200- level courses. Queens University of Charlotte participates in the comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System.

**Requirements for Admission**

To be considered for admission as a degree candidate, prospective students must submit the following:

- One final high school transcript OR evidence of a GED completion program
- One official academic transcript(s) from all colleges or universities previously attended
- A completed application which includes an essay
- Statement of Good Standing formed signed by the student and Dean of Students Office (Student Life) at the most recent college or university. This is waived for second bachelor degree students.
- For students applying to Bachelor of Arts in General Studies programs, 72 transferrable credits are required for acceptance

**International Student Admission**

International students apply through the Undergraduate Admission office. Applications for admission can be found online at [queens.edu/apply](https://queens.edu/apply).

All international applicants must submit the following items to be considered for admission to Queens University of Charlotte:

- Secondary school transcripts in a language other than English must be translated into English by an official at the school, or a certified translating service. If transferring credit from an international college or university, students must submit a course-by-course evaluation from an organization such as World Education Services (WES), IEE, or [SpanTran](https://spantran.com). Learn more about WES at [wes.org](https://wes.org). Learn more about IEE at [myiee.org](https://myiee.org). Learn more about [SpanTran](https://spantran.com).
- *In response to the impact COVID-19 has had on international student testing services worldwide, we are now accepting Duolingo exam scores. We will also continue to accept the revised TOEFL exam that is now offered at home on select test dates.*

Standardized test scores\*: the most common way for international students to demonstrate their English proficiency is by submitting standardized test scores. Students have the option of submitting SAT, ACT, TOEFL, IELTS or Duolingo scores to meet the testing requirement. Minimum scores to meet our English proficiency standards are:

- TOEFL (iBT) – 79  
(As of 4/2/20, this also includes the newly released at-home version of the TOEFL. Per the testing service, this exam will not be available to students in China and Iran.)
  - IELTS – 6.0
  - Duolingo – 100
  - SAT – 480 on the Evidence Based Critical Reading and Writing section
  - ACT – 18 on the English section
  - \*International first-year applicants who have completed a diploma program with a minimum of one academic year, in English, at a US-based high school, in all non-ESL classes are exempt from the testing requirements above. In addition, any student that has successfully completed level 112 of the ELS Language Centers English program are exempt from meeting the minimum testing requirements to demonstrate proficiency in the English language.
- As included in the application, all students will complete an essay or personal statement which the University will use to verify his/her ability to write and communicate in English.
  - **Interviews:** While we do not require interviews as part of the application process, we welcome InitialView materials as an optional supplement to your application. Learn more about InitialView at [initialview.com](https://initialview.com).

While at Queens, international undergraduate students must be enrolled in at least 12 credit hours to be eligible for an F-1 student VISA.

**Non-Degree Students**

A non-degree student is a student who is admitted to the University without the expectation that they will earn a degree. A cumulative limit of 15 credit hours can be taken by a non-degree student. To apply as a non-degree student, the following materials are required:

- A completed application
- Unofficial transcripts of all post-secondary coursework

**Visiting/Transient Students**

Regularly enrolled students in good standing at other colleges and universities may apply as visiting (transient) students at Queens. Generally, a visiting student is admitted for only one term; however, visiting students may re-apply for additional terms. Application materials may be obtained from the [Undergraduate Office of Admissions](#). Students must have an official from the parent institution submit a letter stating that the student is enrolled in the institution, is in good standing, and has permission to enroll in courses at Queens to be transferred back to the parent institution.

**Readmission**

A student who has withdrawn in good academic, disciplinary and financial standing and who wishes to return to Queens may apply for readmission by submitting an application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a Statement of Good Standing from the Dean of Students office. In addition, official transcripts of any work attempted at other institutions must be sent to the Office of Admissions. See [Transfer Credit Policies](#)

A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. All readmission applicants must supply a personal statement to the Office of Admissions as part of their application clearly outlining the reasons why they wish to re-enroll and how they plan to contribute in a valuable manner to the Queens community.

**Campus visits**

Prospective students and their families are encouraged to visit Queens. They are welcome at any time, but will find visits more beneficial if they are scheduled when the university is in session. The Undergraduate Office of Admissions offers daily visits on weekdays as well as open houses and some Saturday visits throughout the year. Interested students should visit <http://www.queens.edu/visit> for more information.

**Probationary Admission**

Students may be accepted on probation who have not met the minimum requirements outlined by the department. Probationary admission status will allow the student to enroll for one academic term for no more than 10 credit hours.

**Admission to Pursue a Second Baccalaureate Degree**

Students who hold an undergraduate degree, either from Queens or from another accredited institution, may obtain a second baccalaureate degree from Queens, provided the major is different from that of the original degree. Such students are not required to complete the General Education requirements of Queens University of Charlotte. However, a second-degree candidate must meet the university's residency requirements and all requirements for the major as outlined in the catalog of the year of re-entry to Queens. The residency requirement for second degree candidates is reduced from 45 credit hours to 30 credit hours. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

**Evaluation of Transferred Credit**

The Registrar will evaluate the transcripts of accepted candidates only after all college transcripts have been received and the student has been accepted. When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer and determines the student's class status. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens. For additional information see [Transfer Credit Policies](#).

**Medical History**

All applicants who accept the University's offer of admission must submit a complete medical history, including a physician's certified record of immunizations prior to the start of classes. For complete information on the University's medical history requirements, please refer to the Health and Wellness section of this catalog. Medical forms can be obtained on the Web site at [Student Medical Forms](#).

## The Undergraduate Program

### Degree Requirements

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

#### **Minimum Hours for the degree**

Students must earn a minimum of 120 hours for a baccalaureate degree.

No more than 64 academic credit hours transferred from two-year institutions may be applied to the minimum 120 hours required for graduation. An exception to this rule is made for the Bachelor of Science in General Studies where students may transfer 72 hours of credit directly into the program.

#### **General Education Requirements**

Students are required to satisfactorily complete all General Education requirements. All post-traditional undergraduate students are to be enrolled in the QMP 200 Roadmap Transition course during their first semester at Queens. See General Education Requirements.

#### **Major Requirement**

Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required, the course(s) in that group with the highest grade will be used in the calculation. At least 50 percent of the credit hours required for the major must be earned at Queens.

#### **Upper Level Hours Requirement**

Students are required to earn at least 36 credit hours at the 300 level or above. (Credits transferred from a two-year college, regardless of the course equivalency or requirement satisfied, do not apply to the 36 credit hour requirement.)

#### **Minimum Cumulative Grade Point Average**

Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

#### **Last 30 Hours**

Students must complete the last 30 hours at Queens or in a Queens approved program or at an international institution with the prior approval of the Center for International Education.

#### **Foreign Language Proficiency Requirement**

All undergraduate students whose native language is English must demonstrate competency in a foreign language through the 102 level in order to earn the bachelor's degree. Competency may be demonstrated through a placement examination administered by the foreign language department or by successfully completing a four-hour course in that language at the 102 level or above. Adult post-traditional students are waived from this requirement.

#### **Honor Code**

Students must be in good standing with the Honor Code at the time the degree is awarded.

#### **Residency Requirements**

Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree

at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-BSN track in the BSN program.

**RN-BSN Track Candidates**

RN-BSN track candidates must complete at Queens at least 32 of the 120 credit hours required for graduation.

**Second Degree Candidates**

Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 30 of the 120 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

**Residency for Graduation with Latin Honors**

Students must complete at least 60 hours at Queens to be eligible for graduation with Latin honors.

**Convocation Requirement**

Students must attend all Convocations held annually.

**Assessment Requirement**

Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

**Internship Requirement**

The internship experience at Queens is designed to help students explore interests and make purposeful career choices, while gaining practical experience within the real world. An internship is a planned and supervised out-of-class work experience where a student uses the skills, knowledge, and theories developed in the classroom setting in a real-world professional work environment. In addition to onsite internship experience, students are expected to complete associated academic coursework on topics covering professionalism, industry and workplace scenarios.

All traditional undergraduate students are required to participate in a two credit-hour prerequisite course INT 201 Career Connections and a total of four credit-hour internship experience (INT 401 and INT 402; or INT 403) before graduation. INT 201 Career Connections (recommended for sophomore year) engages undergraduate students in the professional and career related skills that will prepare them for internships and future careers. INT 400 level courses engage students in reflection and understanding of professional work experiences. To receive academic credit for an internship, the student must enroll in INT 401, 402 or 403 and also submit a Queens Internship Contract to the Vandiver Center for Career Development office for approval. Students interested in participating in a third internship can take INT 404. If a student opts to do INT 403, one extended internship, the experience must be completed off-campus. If a student opts to do INT 401 and INT 402, one of the experiences can be on-campus at Queens.

Music Therapy, Nursing Majors, Education Majors, Secondary Education minors and transfer students with 36+ hours are EXEMPT from this graduation requirement (unless required by major or minor). All undergraduate Blair College of Health students are required to complete the internship requirement. Part-time post-traditional students who enroll in INT 405 to complete their internship requirement are waived out of INT 201. No more than 12 hours of internship credit (including INT 201) shall be counted towards the 120 hours required for a bachelor's degree. INT 404 and INT 405 cannot exceed 6.0 credits total during a student's tenure at Queens.



## University-wide Learning Outcomes for Bachelor's Degree Programs

The seven university-wide learning outcomes listed below define in broad strokes the knowledge, capabilities and dispositions that every Queens University of Charlotte graduate is expected to have demonstrated before the Bachelor's degree is conferred. Queens University students will develop, achieve and demonstrate these learning outcomes through active participation in the entire undergraduate experience.

Queens students will learn, develop and master some of the seven learning outcomes below through meeting the requirements of their majors. Other learning outcomes will be achieved through general education or university-wide academic programs – including internships and international study – as well as through participation in the co-curriculum.

Queens University's baccalaureate learning outcomes represent both a challenging set of expectations and rich opportunities for students – and the promise of excellent curriculum, teaching, advising and support from the University's faculty and staff.

***Before completing the bachelor's degree at Queens University of Charlotte, every student will demonstrate an appropriate level of:***

### **Disciplinary/Professional Expertise**

Mastery of core knowledge, capabilities and dispositions in their chosen area of specialization

### **Intellectual Capabilities**

Capability in systematically evaluating the credibility, validity and relevance of information, opinions, arguments and evidence in a range of contexts and for a variety of purposes

### **Self-Awareness and Self-Direction**

Capability in making and carrying out consequential decisions and plans according to clearly articulated personal goals, values, and ethical perspectives

### **Interpersonal, Cultural and Intercultural Competence**

Capability in working effectively with individuals and groups from a variety of different cultures and with a range of values and views to achieve common aims

### **Communication Capabilities**

Capability in communicating effectively in graphic/visual, quantitative, written and oral modes, using appropriate technologies in a range of contexts and for a variety of purposes

### **Personal and Social Responsibility**

Capability in expressing well-reasoned views of and responses to challenging, personal, interpersonal, and public issues and dilemmas

### **Integration and Application of Learning**

Capability in applying knowledge, skills, insights and strategies integrated from a variety of disciplines, traditions, and experiences in order to manage and/or resolve real-world challenges and problems

Approved March 2014

## The Undergraduate Curriculum: Majors and Minors

### MAJORS

The following current majors, minors and certificates are available to all undergraduate students:

	Major	Degree	Department or School
1	Accounting	BBA	School of Business
2	Art History	BA	Art, Design and Music Department
3	Arts Leadership and Management	BA	Art, Design and Music Department
4	Biochemistry	BS	Chemistry and Environmental Science Department
5	Biology	BA	Biology and Chemistry Department
6	Biology	BS	Biology and Chemistry Department
7	Business Administration	BBA	School of Business
8	Chemistry	BA	Biology and Chemistry Department
9	Chemistry	BS	Biology and Chemistry Department
10	Communication	BA	School of Communication
11	Conservation Biology	BS	Biology and Chemistry Department
12	Creative Writing	BA	English and Creative Writing Department
13	Elementary Education	BA	School of Education
14	Engineering Physics	BA	Mathematics and Physics Department
15	Exercise and Sport Sciences	BS	Kinesiology Department
16	Finance	BBA	School of Business
17	French	BA	World Languages Department
18	General Studies**	BA	University Programs
19	Graphic Design	BA	Art, Design and Music Department
20	Health Education and Promotion	BS	Interprofessional Health Studies Department
21	Health Science	BS	Interprofessional Health Studies Department
22	History	BA	History Department
23	Human Service Studies	BA	Interprofessional Health Studies Department
24	Interfaith Studies****	BA	Philosophy and Religion Department
25	Interior Architecture and Design	BA	Art, Design and Music Department
26	International Studies	BA	Political Science, International Studies & Sociology Dept
27	Literary Studies	BA	English and Creative Writing Department
28	Management	BBA	School of Business
29	Marketing	BBA	School of Business
30	Mathematics	BA	Mathematics and Physics Department
31	Multimedia Storytelling	BA	School of Communication
32	Music	BA	Art, Design and Music Department
33	Music Therapy	BM	Art, Design and Music Department
34	New Media Design****	BA	Art, Design and Music Department
35	Nursing	BSN	School of Nursing
36	Organizational Leadership and Communication***	BA	School of Communication
37	Philosophy****	BA	Philosophy and Religion Department
38	Philosophy and Religion	BA	Philosophy and Religion Department
39	Physics	BA	Mathematics and Physics Department

40	Political Science	BA	Political Science, International Studies & Sociology Dept
41	Professional Writing and Rhetoric	BA	English and Creative Writing Department
42	Psychology	BA	Psychology Department
43	Sociology	BA	Political Science, International Studies & Sociology Dept
44	Spanish	BA	World Languages Department
45	Sport Management	BS	Kinesiology Department
46	Studio Art	BA	Art, Design and Music Department

\*\*Not accepting new students after summer 2019.

\*\*\*Currently, not accepting applications.

\*\*\*\*Not accepting new students after spring 2020.

## MINORS

There are three different types of minors: Departmental/School, Multidisciplinary/ Interdisciplinary, and Restricted. Department and School Minors are offered for any student outside that student's major area. Multi-Disciplinary and Inter-Disciplinary Minors are offered for any student outside that student's major area. A Restricted Minors may be used as a graduation requirement only by the students in a specified major. The requirements for each minor are found with the Department or School curriculum.

## MINORS

Minor	Department or School
1 Actuarial Science	Mathematics and Physics Department
2 Art History	Art, Design and Music Department
3 Arts Leadership and Management	Art and Design Department
4 Biological Sciences	Biology and Chemistry Department
5 Black Studies	History Department
6 Business Administration	School of Business
7 Chemistry	Biology and Chemistry Department
8 Chinese Language	World Languages Department
9 Community Education in Science	School of Education
10 Creative Writing	English and Creative Writing Department
11 Computing and Data Analytics	University Programs
12 Dramatic Literature	Art, Design and Music Department
13 East Asian Studies	History Department
14 Entrepreneurship and Innovation	School of Business
15 Ethics	Philosophy and Religion Department
16 Exercise and Sport Sciences	Kinesiology Department
17 French	World Languages Department
18 General Business	School of Business
19 Graphic Design Minor	Art, Design and Music Department
20 Health Communication	School of Communication
21 Health Education and Promotion	Interprofessional Health Studies Department
22 Health Sciences	Interprofessional Health Studies Department
23 History	History Department
24 Human Biology	Biology and Chemistry Department
25 Human Services Studies	Interprofessional Health Studies Department

26	Interfaith Studies	Philosophy and Religion Department
27	Interior Architecture and Design	Art, Design and Music Department
28	International Business	School of Business
29	International Studies	Political Science, International Studies & Sociology Dept
30	Jewish Studies	Philosophy and Religion Department
31	Journalism	School of Communication
32	Latin American and Latino Studies	History Department
33	Leadership	School of Business
34	Legal Studies	Political Science, International Studies & Sociology Dept
35	Literary Studies	English and Creative Writing Department
36	Marketing	School of Business
37	Mathematics	Mathematics and Physics Department
38	Media Studies and Popular Culture	School of Communication
39	Music	Art, Design and Music Department
40	Organizational and Strategic Communication	School of Communication
41	Peace Studies and Conflict Resolution	Philosophy and Religion Department
42	Philosophy	Philosophy and Religion Department
43	Physics	Mathematics and Physics Department
44	Political Science	Political Science, International Studies & Sociology Dept
45	Pre-Ministry	Philosophy and Religion Department
46	Professional Writing and Rhetoric	English and Creative Writing Department
47	Psychological Foundations	Psychology Department
48	Psychological Science	Psychology Department
49	Psychology	Psychology Department
50	Public Health	Interprofessional Health Studies Department
51	Secondary Education	School of Education
52	Social Justice	History Department
53	Sociology	Political Science, International Studies & Sociology Dept
54	Spanish	World Languages Department
55	Sport Management	Kinesiology Department
56	Sport Studies	Kinesiology Department
57	Sports Communication	School of Communication
48	Studio Art	Art, Design and Music Department
59	Theatre	Art, Design and Music Department

### Certificates for Non-Degree Candidates

Certificate	Department or School
1. Certificate in Creative Writing	English and Creative Writing Department

### Pre-Professional Programs

The University also has suggested programs of study for students who wish to prepare for post-baccalaureate study in legal studies, the ministry, and medical, dental, occupational therapy, physical therapy, pharmacy or veterinary medicine. The legal studies and pre-ministry programs are minors (see list above). See **Pre-Professional Programs**

## University Programs

Programs at Queens University of Charlotte that are multidisciplinary and serve the entire undergraduate student body are housed in University Programs. Examples include the integrative and innovative General Education Program, the nationally recognized John Belk International Program, the highly successful internship curriculum, and the rigorous yet flexible Academic Honors Program. Students engaged in University Programs will learn to evaluate complex problems, integrate learning from multiple contexts, enhance their skills in communication fluency and critically reflect on the relationship between global and local contexts. Student involvement in University Programs occurs throughout their entire academic career and connects with their major field of study.

## Undergraduate General Education Requirements

Through an integrative and progressively challenging approach to learning that is grounded in the liberal arts, The General Education Program cultivates the development of creative, independent thinkers and learners who appreciate diverse perspectives in multiple contexts and who are informed, educated and active members of society.

The General Education program is the keystone of a Queens University of Charlotte undergraduate degree. It invites students to join and to help sustain an active and engaged community of learners who are curious and committed to applying what they learn in their everyday lives. This program challenges students to explore who they are and their relationship to their community and encourages them to examine complex human and community concerns, appreciate diverse perspectives, imagine solutions, and build connections between their experiences at Queens and the world around them. Above all, this program seeks to inspire students to develop the sense of responsibility necessary to become active members of society.

The Queens Learning Communities (LCs) are the defining feature of The General Education Program. A learning community is defined as a set of courses, taken concurrently, that are purposefully built around complex, real world issues and an integrative project or assignment. Students must take three learning communities during their tenure at Queens. Each LC is designed to foster a culture of collaborative learning among students and faculty by providing students with the opportunity to explore issues or problems from multiple methodological perspectives while also challenging them to refine and develop their ideas.

### Overview of Program Requirements:

1st Sem.; 1st Year	QMP 100 Roadmap – Welcome to Queens	2 hrs.
	QEN 101 Rhetoric & Composition	4 hrs.
2nd Sem.; 1st Year	First LC	
	QEN 102 Rhetoric & Argument	4 hrs.
	QLC 120, 130, 140, 150 or 160	4 hrs.
2nd or 3rd Year	Second LC – Communication Intensive	
	QLC 220, 230, 240, 250 or 260	4 hrs.
	QLC 220, 230, 240, 250 or 260	4 hrs.
3rd or 4th Year	Third LC – Civic Engagement	
	QLC 320, 330, 340, 350, or 360	4 hrs.
	QLC 320, 330, 340, 350, or 360	4 hrs.
4th Year	QCP 410 Culminating Experience	2 hrs.
Anytime	QHW 103 Health and Wellness	2 hrs.
Total Program Hours = 34 hrs.		

### First Year Students

Students who enter Queens as first-year students take QMP100 and QEN101 in the fall semester and a 100-level Queens Learning Community (LC) in the spring semester. Second-Year and Third-Year students take a 200-level LC in either their second or third year and must complete this learning community before registering for a 300-level LC, which should be completed by the end of the first semester of their final year at Queens. Fourth-Year students take



QCP 410 in either the fall or spring of their final year. The courses in The General Education Program should be taken in sequence and must always be taken for a letter grade.

**Post-Traditional Students**

When a student transfers to Queens the Registrar determines the student's class status. Full-time and part-time students are required to begin The General Education Program by taking either QMP 100 or QMP 200 and entering the sequence at the point appropriate for their class status. The Registrar will also determine whether the student has transferred acceptable substitutions for any General Education Program requirements. Students who lack acceptable substitutions must enter the sequence at the point appropriate for their class status or take the appropriate course substitution(s) and then complete the remainder of The General Education Program. All Transfer students must complete either QMP 100 or QMP 200, at least one 300-level LC (two courses) and QCP 410 to graduate with a Queens University of Charlotte degree.

**Part-Time Students**

Part-time students are required to participate in The General Education Program and complete the requirements in sequence to graduate with a Queens University of Charlotte degree.

**Writing Proficiency Requirement**

A student must successfully complete QEN 101 and QEN 102 or an approved transfer substitution in order to graduate.

**Writing-Intensive Course Requirement**

All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

**Mathematics Proficiency Requirement**

All students must demonstrate proficiency in college level mathematics. Typically, proficiency is established by successfully completing one 4-credit quantitative literacy course – QLC 160, 260, or 360 within The General Education Program. Students may also elect to demonstrate proficiency by successfully completing a four-hour quantitative course in their major.

**Health and Wellness Requirement**

All students must complete a Health and Wellness course to earn a Queens University of Charlotte bachelor's degree. Students may enroll in any number of Health and Wellness courses, but only four credits may be counted toward the 120 hours required for a bachelor's degree.

**Substitutions for General Education Program Courses for Transfer Students**

Based on the Registrar's evaluation of any transfer credits, a transfer student who cannot complete the entire General Education Program may be allowed to substitute other courses. Also, if a student fails a 100 or 200-level QLC course, the student has the option of repeating the QLC or taking an appropriate substitution. There are no substitutions for the 300-level courses or QCP 410. If a student fails any portion of the 300-level QLC or QCP 410, the student must take a replacement QLC and/or QCP 410.

The listing of General Education Program substitutions for 100- and 200-level courses follows:

**100-Level QLC:** two courses (6-8 semester hours), one of which is a second semester composition course (equivalent to QEN 102) and the other of which is an approved substitution for QLC 120, QLC 130, QLC 140, QLC 150 or QLC 160.

**200-level QLC:** two courses (6-8 semester hours), one of which is an approved substitution for a QLC \_20, \_30, \_40, \_50, \_60 at the 100 or 200 level

**If a student has completed ONE course** from one of the categories and a second-semester writing course, the student would complete a 200-level QLC with courses from the remaining categories and complete the remainder of

the program. All students must either transfer or take a course in each category listed above to earn a bachelor's degree.

**If a student has completed a second semester writing course**, the student may take 200 level LC and will be advised to find a substitution for one of the general education areas (x20, x30, x40, x50, x60) in order to satisfy the 100 level LC.

**If a student has completed TWO courses** from any two categories, the student would take a 200- level QLC with two courses from the remaining categories and complete the remainder of the program. All students must either transfer or take a course in each category listed above to earn a bachelor's degree. If one of those courses is NOT a QEN 102 substitute, then the student could take a 100 level LC and receive credits for the 200 level LC as appropriate.

**If a student has completed THREE courses** from any three categories, the student would take a 200-level QLC with two courses from the remaining categories and complete the remainder of the program OR take an approved substitution in one of the remaining categories and complete the remainder of the program. All students must either transfer or take a course in each category listed above to earn a bachelor's degree.

**If a student has completed FOUR or more courses**, including one each from four categories, the student would enter the program at the 300-level and complete the remainder of the program depending on the total number of credit hours transferred. All students must either transfer or take a course in each category listed above to earn a bachelor's degree.

**The 300-level QLC and QCP 410:** There are no substitutions for the 300-level QLC or QLC 410. All students must complete QMP 100 or QMP 200, a 300-level QLC and QCP 410 to earn a Queens University of Charlotte bachelor's degree.

## The Academic Honors Program

The [Academic Honors Program](#) at Queens offers intellectually creative and academically capable students the chance to deepen, broaden, and otherwise enhance their Queens education. The Program is designed to offer the kind of flexibility and academic freedom that will allow students in all degrees and majors to participate. The program challenges gifted students to engage in a multitude of experiences that will enhance their perspective and ability to reflect on what it means to be a leader in our world. This enriching experience is also excellent preparation for further study at the graduate level.

The Living Learning Community also provides Honors students the opportunity to live together and engage classmates, faculty, staff and community partners outside of the classroom in enriching extra-curricular activities. The Honors Program is a community in which curiosity and intellectual risk-taking lead to more expansive experiences that will challenge—and perhaps change—personal beliefs and world perspectives.

The Honors experience begins with a shared Honors seminar that is exploratory, interdisciplinary, and writing-intensive. Next, Honors students participate in at least two Queens Learning Communities in conjunction with a one-hour honors seminar that will enrich the learning community outcomes. In addition, the “*MyChoice Contract*” offers Honors students the chance to take departmental courses for Honors credit. Moreover, students deepen their departmental capstone course, through the “*Department Capstone Contract*” to qualify it as an Honors project. In their final year at Queens, Honors students join together for an Honors-only Learning Community capstone course, and they present their various learning experiences to the wider community. Upon completion of the Academic Honors Program requirements, the words “With University Honors” are added to the diploma.

### Academic Honors Program Outcomes

Upon completion of the Academic Honors Program students will be able to:

- integrate diverse learning experiences through reflection.
- demonstrate communication fluency using multiple modes of expression.
- investigate complex problems using interdisciplinary approaches.
- explain their connection to a community.
- apply leadership skills in varied settings.

### Admission to the Academic Honors Program

Any admitted student may apply for the Academic Honors Program. Selection is competitive and based on both demonstrated academic ability and evidence of intellectual curiosity. Any student who has a minimum cumulative GPA of 3.25 after any semester, including the first, may apply for acceptance into the Academic Honors Program. Students in the Program must maintain a cumulative GPA of 3.25 for courses taken at Queens to remain in Honors. Students with grades of Incomplete are ineligible to participate in the Academic Honors Program unless granted special permission from their advisor and the Chair of the Academic Honors Program.

### Academic Honors Program Requirements

HNR 110: Honors Gateway Seminar **OR** HNR 120: Honors Seminar  
One departmental course, for Honors credit (through the MyChoice Contract option)  
QCP 400H: Honors: Culminating Experience  
Departmental capstone for Honors credit (through Capstone Contract)  
HNR 400: Honors Connects

**PLUS, two** of the following three seminar courses:

QLC 175H: Honors: Exploring Connections  
QLC 275H: Honors: Analyzing Disciplines  
QLC 375H: Honors: Engaging Communities

## The John Belk International Program

The John Belk International Program (JBIP), administered by the Pulliam Center for International Education (PCIE), offers students the chance to broaden their global perspectives, experience another culture, and discover another part of the world through study abroad.

The John Belk International Program is open to all undergraduate students and provides a generous grant to help cover expenses for Queens-approved study abroad programs for students who meet certain eligibility requirements.

To participate in study abroad all applicants must:

- Have a minimum cumulative GPA of 2.000 (selective programs require 3.0+); students must have this minimum GPA at the time of application, at the time of enrollment, and throughout the term prior to traveling abroad
- Be in good standing with the Honor Code in the semester they wish to travel abroad
- Successfully complete the semester's work immediately prior to the program
- Remain in good financial standing with the University
- Agree to abide by all University rules and regulations governing study abroad

To be eligible for JBIP funding, at the time of application applicants should also:

- Be full-time degree-seeking undergraduates paying comprehensive tuition
- Be sophomores in no less than their fourth regular semester of University study\*

The Pulliam Center for International Education provides several options for international experience. All programs are taken for academic credit:

- Short Term Faculty-Led Programs: These courses, taught and led by Queens faculty, generally last two to three weeks. Most begin with a semester-long preparation class on-campus. Others are structured so that most instruction is done while abroad. Programs are worth 4 total credits. A variety of options are available each year.

- Semester or Year Long Programs: Queens is a partner of International Student Exchange Programs (ISEP) and has several other exchange partnerships, allowing Queens students to study for a semester or year in over 50 countries around the world.
- International Internships: The PCIE works with several partners who offer internship options in multiple countries and can work with students interested in creating their own international internship. With prior approval from the Vandiver Center for Career Development, these internships can fulfill Queens' internship requirement.
- Language Immersion: Students who have taken the equivalent of Intermediate Level 1 of foreign language classes may participate in a language immersion program for four weeks in a variety of locations around the world. Language immersion options are also available for semester-long programs. Students can earn 6-10 credits.
- Summer Programs in France and China: Business, International Studies, and Political Science majors can spend four to five weeks studying Business and European Union Studies at the Ecole de Management in Strasbourg, or at ESSCA in either the Paris program; the multi-location program in Angers, Brussels and Paris; or in Shanghai. Students typically earn 5-7 credits for these programs that begin in June.

Queens students can participate in multiple international experiences during their undergraduate careers. Students who are eligible for JBIP funding can apply JBIP funds to one program during their time at Queens.

\*Class standing exceptions and other scenarios:

- First year students may apply to study abroad on Queens' summer programs in France and China and language immersion programs if they wish to participate summer after sophomore year. They should contact the PCIE before the application deadline to request this exception and must adhere to all other deadlines and eligibility requirements. First year students wishing to apply to faculty-led programs, internships, or semester abroad may do so on a space available basis if they are willing to pay out-of-pocket for the experience. They will then be able to use their

JBIP funds for a second experience when they become eligible.

- Seniors who have not participated in a JBIP program are urged to consider the faculty-led program that takes place over Winter Break with a Fall prep course. Students must be currently enrolled at Queens to participate in JBIP so the only options in the summer after Senior year require the student to defer their graduation to August. Students may petition to walk in the May graduation ceremony if they wish.
- Transfer students or first year students entering with advanced class standing (e.g. early college graduates) must meet the same eligibility requirements. Transfer students and first year students with advanced standing who pay comprehensive tuition must be enrolled as full-time students at Queens for four semesters before they graduate to be eligible for JBIP funding. For every semester fewer than four full time semesters at Queens before graduating, the transfer student must pay a supplement of \$800 in addition to any program supplement and the deposit.
- Post-traditional students or part-time students who meet eligibility requirements are welcome to participate as space is available. Post-traditional and part-time students do not receive JBIP funding so all costs are out-of-pocket. Options are available for all budgets. Please inquire about the full cost of programs with the PCIE.
- Students not yet eligible or who wish to have multiple JBIP experiences may participate at their own expense on a space-available basis.

class and will forfeit JBIP funds and any fees or deposits paid.

- Any requests for exceptions to JBIP policies must be directed to the Executive Director of International Education. Exceptions may require additional fees.
- All short-term programs are offered contingent upon sufficient enrollment and all program have a limited number of places.
- The JBIP Program provides a grant to cover most of the expenses of Queens-approved programs for students who meet the eligibility requirements. There are supplemental fees for more extensive programs or costly destinations. Students participating in a semester or year abroad pay Queens comprehensive tuition, room and board with scholarships and loans still in effect. Please contact Student Financial Services with any financial aid questions.

For more information visit the Pulliam Center for International Education in 103 Knight-Crane Hall or [myjbip.queens.edu](http://myjbip.queens.edu).

#### Important JBIP Notes:

- Short-term faculty-led students must enroll in the associated course (typically numbered 398) in the term prior, as well as the course related to the international experience (399). Students must earn or be on-track to earn a grade of C- or better in the prep course in order to travel with the class and earn credit for the international experience. Any student who earns a grade below a C- in the prep course will not be eligible to travel with the



## General Studies Major

*\*\*Not accepting new applications after summer 2019.*

This program is designed for the part-time student who desires course offered in a combination of online and evening modalities. The student will graduate with the appropriate academic credentials for applying to graduate programs, while strengthening their analytical, writing and communication skills. With a choice of three tracks that emphasize the development of a discipline specific professional skill set, concentrations in Creative Writing, Organizational Communication and Business Leadership prepare students to advance in their careers. Students admitted to this program will typically bring in 72 credit hours of elective transfer credit towards the degree and will need a minimum of 60 credits to be considered for the program.

### Evening Major

Requirements for the General Studies major are offered in the evening.

**Writing-Intensive Course Requirement** The writing-intensive course requirement is met with BGS 450 Capstone in General Studies.

### Degree

The General Studies major leads to a Bachelor of Arts degree.

### The requirements for the General Studies Major are:

BGS 350 Seminar in General Studies  
BSG 450 Capstone in General Studies

*Complete one of the following tracks:*

#### Creative Writing:

ENG 206 Introduction to Creative Writing  
ENG 311 Seminar in Creative Writing\*\*

Choose one of the following:

ENG 210 Survey of British Literature I\*\*  
ENG 220 Survey of British Literature II\*\*  
ENG 230 Survey of American Literature\*\*

Choose two of the following:

ENG 307 Writing of Creative Non-Fiction\*\*  
ENG 308 Writing of Poetry\*\*  
ENG 310 Writing of Fiction\*\*

Choose one of the following:

ENG 447 Capstone Workshop in Prose\*\*

ENG 444 Capstone Workshop in Poetry\*\*\*

Complete three additional ENG courses at the 200 to 400 level, one of which is at the 300 or 400 level. It is recommended that the student completes ENG 204 if the course is not used to fulfill the QEN 102 general education requirement. \*\*

*\*\*Course must be completed at Queens.*

**Total Hours: 36**

#### Organizational Communication:

COM 100 Public Speaking  
COM 101 Introduction to Communication Studies  
COM 305 Organizational Communication\*\*  
COM 306 Integrated Strategic Communication\*\*  
COM 327 Global Communication and Culture\*\*  
MMS 210 Digital Media Production\*\*

Complete three of the following courses:\*\*

COM 307 Health Communication Campaigns  
COM 320 Communication Research  
COM 326 Health Communication  
COM 333 Health and Illness Narratives  
COM 356 Sports Communication  
COM 357 Sports Promotion and Publicity  
COM 401 Communication Seminar  
MMS 301 Media Theory/Criticism  
MMS 316 Entrepreneurial Journalism  
MMS 329 Sports Reporting  
MMS 348 Popular Culture  
MMS 359 Social Media and Audience  
MMS 364 Media Law and Ethics  
MMS 410 Advanced Reporting and Editing  
MMS 470 Advanced Digital Media Production

*\*\*Courses must be completed at Queens.*

**Total Hours: 36**

#### Business Leadership

ACC 207 Financial Accounting  
COM 305 Organizational Communication\*\*  
ECO 204 Microeconomics  
MAT 111 Quantitative Business Methods  
MGT 333 Principles of Management\*\*  
MGT 451 Organization Behavior\*\*  
PSY 250 Social Psychology\*\*

Complete one of the following:

MGT 303 Introduction to Entrepreneurship\*\*  
MGT 435 Current Topics: Entrepreneurship and Innovation

Complete one of the following: \*\*  
COM 306 Integrated Strategic Communication  
COM 326 Health Communication

Complete one of the following: \*\*  
SOC 340 Race and Ethnicity  
SOC 350 Social Inequality

Complete one POL course at the 300-level\*\*  
*\*\*Courses must be completed at Queens.*

### Total Hours: 38

In addition to the above courses, students will be expected to complete the following General Education courses:

QCP 410 Culminating Experience  
QHW 103 Health & Wellness  
QMP 200 Roadmap Transition

Complete two of the following from the same learning community:

QLC 320 QLC-Individuals and Society  
QLC 330 QLC-Institutions and Society  
QLC 340 QLC-Science and Society  
QLC 350 QLC-Creativity and Innovation  
QLC 360 QLC-Quantitative Literacy

## Minors

### COMPUTING AND DATA ANALYTICS MINOR

CDA 250 Computer Programming and Data Analytics  
CDA 350/BUS 375 Databases for Data Analytics and Visualization

*Complete one of the following statistical competencies:*

BUS 210 Business Analytics  
MAT 130 Intro to Statistics or MAT 131 Intro Statistics for Social Science\*\*  
MAT 280 Statistical Methods

*\*\*QLC 160/260/360 with a statistics indication may be substituted for this requirement.*

*Complete one of the following computer competencies:*

BUS 325 Management Information Systems and  
BUS 495 Independent Research Study  
BIO 230 Introduction to Geospatial Sciences  
GDN 314 Interactive Design  
HST 307 Applied Historical Geography

HLT 201 Health Research and Informatics  
MAT 310 Linear Algebra and Programming  
MMS 210 Digital Media Production  
MMS 319 Data-Driven Journalism  
POL 380 Regression in Social Science  
PSY 389 Regression in Social Science  
SOC 320 Regression in Social Science

**TOTAL: 15-16 credits**

## Pre-Professional Programs

Students who wish to prepare for post-baccalaureate professional education in a number of fields are served at Queens by special faculty advisors and Internships and Career Programs. Students are encouraged to consult the appropriate advisor in planning their course work. Such students should, in combination with an individual major, structure a program of study which is recommended as suitable preparation by the faculties and admissions committees of graduate and professional programs.

**Law schools** do not require or recommend specific majors. They do advise, however, that students examine a wide variety of subjects and ideas which lead to a broad understanding of the political, economic, social and cultural forces affecting our body of law and the society it orders. They also recommend that students develop the skills of logical reasoning, problem solving and effective written and oral communication. Such areas of knowledge are comprehensively addressed in the General Education Program as well as in individual majors.

A **Legal Studies Minor** is housed in the Political Science, International Studies, and Sociology Department. Students interested in preparation for legal studies are encouraged to consult the pre-law advisor. Information concerning the Law School Admissions Test (LSAT) is available at Internships and Career Programs.

**Seminaries and divinity schools** do not require a specific major, but a background in religion and work experience in religious settings offer helpful preparation for study of the ministry. Study and training in communication, psychology, and sociology provide further foundational skills for range of ministerial professions. A **Pre-Ministry Minor** is housed in the Philosophy and Religion Department. Department faculty will work to facilitate excellent pre-professional internships for interested students. Students interested in preparation for study of the ministry are encouraged to consult the pre-ministry

advisor.

**Health professions schools** generally do not require a specific major but do have pre-requisite courses in mathematics, the natural sciences and in some cases the social sciences. Students interested in the areas of medicine, dentistry, veterinary medicine or other health related professions should complete a sound liberal arts program in any major while making sure that sufficient and appropriate courses that constitute pre-requisites in their area of professional interest are included.

Students who plan to apply to professional programs should consult with the academic advisor and pre-health/pre-vet advisor during their first year at Queens. Students should check the admissions requirements early in the process for each school to which they might apply as pre-requisite requirements vary. Information about required entrance exams for professional or graduate schools such as the MCAT, DAT and GRE are available from Internships and Career Programs and official websites dedicated to specific professional programs. Please refer to the Pre-Health and Pre-Vet pages on the Queens website for more information.

Recommended courses for students in any major who wish to pursue health professional studies after graduation are listed below. Not all majors require a minor and these programs are not intended to meet the minor requirement for graduation. Students should consult the particular graduation requirements for their major to determine if the courses selected within a pre-health professions program fulfill a specific minor. When checking requirements for professional programs, note whether laboratory experiences are accepted for both in-person and remote delivery.

### PRE-MEDICAL PROGRAM

*Prerequisites for entry to graduate programs vary widely. Students should explore the prerequisites of programs to which they may apply as early as possible during their undergraduate studies.*

#### Required Courses:

BIO 201 Cellular and Molecular Foundations  
BIO 303 Foundations in Genetics  
CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 304, 304L Organic Chemistry II & Lab  
MAT 140 Precalculus  
MAT 210 Single Variable Calculus I  
PHY 211 University Physics I  
PHY 212 University Physics II

MAT 131 Intro Statistics for Social Sciences or another accepted statistics course

*Note: Some medical schools request one year of college math whereas other schools list only a statistics course. At Queens, the physics course designed to cover all content for the MCAT is calculus-based. It is strongly recommended to complete the two semester University Physics sequence to best prepare for the MCAT but completion of the College Physics sequence may be sufficient. Please check sites for your medical programs of interest. Precalculus may not be required depending on the math background of the student.*

**In addition to the above, the following courses are recommended:**

#### Natural Science Courses:

BIO 330 Microbiology  
BIO 331 Cell Biology  
BIO 213 Human Anatomy and Physiology I\*  
BIO 214 Human Anatomy and Physiology II\*  
CHM 401 Biochemistry (Check particular programs to see if lab is recommended)

There is a one-year sequence of biochemistry but most schools recommend one semester of biochemistry and the lab is not typically required:  
CHM 403, 403L Advanced Biochemistry I & Lab  
CHM 404, 404L Advanced Biochemistry I & lab

*Note: Cell biology and at least 1 semester of Biochemistry are strongly recommended prior to taking the MCAT.*

*\*Anatomy and Physiology courses may be recommended for some medical schools but are typically not required. This content can be studied independently for the MCAT if needed.*

#### Social Science and Humanities Courses

*It is strongly suggested to take some courses from these content areas to cover MCAT content. Some suggestions include:*

ATH 101 Cultural Anthropology  
COM 326 Health Communication  
IDS 300 Interfaith Competencies for Healthcare Professions

PHL 110 Introduction to Philosophy  
PHL 310 Biomedical Ethics  
PSY 101 General Psychology  
SOC 101 Introduction to Sociology  
*Any upper level course in these departments is also suggested.*

#### Languages:

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

#### Business Courses:

*Consider a course in business, accounting or economics if you may want to start your own/join a*

*private practice in the future.*

ACC 207 Financial Accounting  
BUS 218 Communications in Business  
ECO 203 Macroeconomics

**Total: 40-44 Hrs for required courses.**

## PRE-DENTAL PROGRAM

### Required Courses:

BIO 201 Cellular/Molecular Foundations  
BIO 303 Foundations in Genetics  
CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 304, 304L Organic Chemistry II & Lab  
CHM 401 Biochemistry (*Check particular programs to see if lab is recommended*)

You must complete one of the following physics sequences:

PHY 201 College Physics & PHY 202 College Physics II  
PHY 211 University Physics I & PHY 212 University Physics I

*The University Physics sequence requires MAT 210 Single Variable Calculus I as a pre-req or co-req.*

**In addition to the above, the following courses are recommended:**

### Math Courses:

*Additional math courses may not be needed if the student has sufficient math skills for the physics courses. Your major may determine required math courses. If one or two semesters of math is required for a particular dental school, consider the following:*

MAT 131 Intro Statistics for Social Sciences or another accepted statistics course  
MAT 111 Quantitative Business Methods I  
MAT 140 Precalculus  
MAT 150 Mathematical Explorations

### Natural Science Courses:

BIO 213 Human Anatomy and Physiology I\*  
BIO 214 Human Anatomy and Physiology II\*  
BIO 330 Microbiology  
BIO 331 Cell Biology

*\*Anatomy and Physiology courses may be required or recommended for some dental programs. Pay close attention to requirements for biology courses as they vary among programs.*

### Social Science and Humanities Courses:

COM 326 Health Communication  
IDS 300 Interfaith Competencies for Healthcare Professions

PHL 310 Biomedical Ethics  
PSY 101 General Psychology  
SOC 101 Introduction to Sociology

*Any upper level course in these departments is also suggested.*

### Art Courses:

*Many programs recommend courses in 3-D art to assist with DAT examination and the dental school curriculum.*

ARS 200 Ceramics  
ARS 300 Sculpture

### Business Courses:

*Many dental programs recommend courses in business, accounting or economics.*

ACC 207 Financial Accounting  
BUS 218 Communications in Business  
ECO 203 Macroeconomics

### Languages:

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 36 Hrs for required courses.**

## PRE-VETERINARY MEDICINE PROGRAM

### Required Courses:

BIO 201 Cellular and Molecular Foundations  
BIO 303 Foundations in Genetics  
BIO 330 Microbiology  
BIO 324 Animal Nutrition  
CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 304, 304L Organic Chemistry II & Lab  
CHM 401 Biochemistry (*Check particular programs to see if lab is recommended*)  
MAT 131 Intro Statistics for Social Sciences or another accepted statistic course  
MAT 210 Single Variable Calculus I (pre-req or co-req for PHY 211)

*Note that math requirements vary for programs which may require 1-2 math courses and may or may not require calculus. Your major may determine required math courses.*

You must complete one of the following physics sequences:

PHY 201 College Physics I and  
PHY 202 College Physics II  
PHY 211 University Physics I and



**PHY 212 University Physics I**

*The University Physics sequence requires MAT 210 Single Variable Calculus I as a pre-req or co-req.*

**In addition to the above, the following courses are recommended:**

**Math and Related Courses:**

*Additional math courses may not be needed if the student has taken calculus for physics courses. Be sure to check programs as calculus may not be required and logic may be listed as an option instead of calculus.*

MAT 140 Precalculus

PHL 210 Critical Thinking and Logic

**Natural Science Courses:**

BIO 213 Human Anatomy and Physiology I\*

BIO 214 Human Anatomy and Physiology II\*

BIO 311 Animal Evolution

BIO 321 Animal Behavior

BIO 331 Cell Biology

*\*Anatomy and Physiology courses may be recommended or required for some veterinary schools.*

**Business Courses:**

*Consider a course in business, accounting or economics if you may want to start your own/join a private practice in the future.*

ACC 207 Financial Accounting

BUS 218 Communications in Business

ECO 203 Macroeconomics

**Languages:**

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 52 Hrs for required courses.**

**PRE-PHARMACY PROGRAM****Required Courses:**

BIO 201 Cellular and Molecular Foundations

BIO 202 Biodiversity and Ecology Foundations or

BIO 303 Genetics

*Note that one elective semester of biology may be required and Genetics is strongly recommended.*

BIO 213 Anatomy & Physiology I

BIO 214 Anatomy & Physiology II

*Note that only one semester of anatomy and physiology may be required for some programs.*

BIO 330 Microbiology

CHM 111, 111L General Chemistry I & Lab

CHM 112, 112L General Chemistry II & Lab

CHM 303, 303L Organic Chemistry I & Lab

CHM 304, 304L Organic Chemistry II & Lab

MAT 210 Single Variable Calculus I

MAT 130 Introductory Statistics for Social Sciences or another accepted statistics course

*Note that math requirements vary among pharmacy programs and required math courses vary by major.*

You must complete one of the following physics sequences:

PHY 201 College Physics I and PHY 202 College Physics II

PHY 211 University Physics I and PHY 212 University Physics I

*Be sure to check if one or two semesters of Physics is required for pharmacy program. PHY 211 and PHY 212 are calculus-based and require MAT 210 Single Variable Calculus I as a pre-req or co-req course. Your physics and math courses may be dependent on the requirements for your major.*

COM 200 Public Speaking

*Note that some but not all pharmacy schools require a public speaking course.*

**In addition to the above, the following courses are recommended:**

**Natural Science Courses:**

BIO 331 Cell Biology

CHM 401 Biochemistry (with or without CHM 401L lab) or

CHM 403, 403L and CHM 404, 404L

Advanced Biochemistry I and II sequence with lab

**Business:**

*Many pharmacy programs recommend courses in business, accounting, or economics.*

ACC 207 Financial Accounting

BUS 218 Communications in Business

ECO 203 Macroeconomics

**Other Courses:**

*Many pharmacy programs require or recommend various combinations of other courses which can be covered in the general education courses or in specific electives for history, philosophy, ethics, and social sciences.*

ATH 101 Cultural Anthropology

COM 326 Health Communication

IDS 300 Interfaith Competencies for Healthcare Professions

HST: History courses at the 100, 200, 300 level

PHL 310 Biomedical Ethics

PSY 101 General Psychology and courses at the 200 level

PHL 310 Biomedical Ethics

REL: Religion courses at the 100, 200, 300 level

SOC 101 Introduction to Sociology and courses at the 200 level



**Languages:**

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 52-56 Hrs for required courses.**

**PRE-PHYSICIAN ASSOCIATE PROGRAM**

*Prerequisites for entry to graduate physician associate programs vary widely. Students should explore the prerequisites of programs to which they may apply as early as possible during their undergraduate studies. Note that the profession has officially changed its name to physician associate but most graduate programs are still listed as physician assistant programs.*

**Required Courses:**

BIO 201 Cellular and Molecular Foundations  
 BIO 213 Anatomy & Physiology I  
 BIO 214 Anatomy & Physiology II  
 BIO 120 or BIO 330 Microbiology (*Some programs require microbiology for majors which is the BIO 330 Microbiology course.*)  
 BIO 303 Genetics  
 CHM 111, 111L General Chemistry I & Lab  
 CHM 112, 112L General Chemistry II & Lab  
 MAT 130 Introductory Statistics for Social Sciences or another accepted statistics course  
 PSY 101 General Psychology  
 NUR 105 Medical Terminology  
*Many but not all programs require a medical terminology course.*

**Social Science and Humanities:**

*Many physician assistant programs require 1-2 courses chosen from ethics, history, public health, religion, sociology, economics and/or psychology. This content may be covered in general education courses. Some course suggestions are listed below which meet this requirement.*  
 ATH 101 Cultural Anthropology  
 COM 326 Health Communication  
 ECO 203 Macroeconomics  
 HLT 200 Introduction to Public Health  
 HST: History courses at the 100, 200 300 level  
 IDS 300 Interfaith Competencies for Healthcare Professions  
 PHL 310 Biomedical Ethics  
 PSY 210 Developmental Psychology  
 PSY 271 Abnormal Psychology  
 REL: Religion courses at the 100, 200, 300 level

SOC 101 Introduction to Sociology and  
 200 level courses

**Natural Science Courses that may be required or recommended:**

*Some programs recommend or require higher level biology, chemistry and exercise science in addition to the required courses listed above. Check the program details for admissions requirements.*

BIO 331 Cell Biology  
 CHM 303, 303L Organic Chemistry I & Lab  
 CHM 304, 304L Organic Chemistry II & Lab  
 CHM 401 Biochemistry (with or without CHM 401L lab)  
 KIN 314 Exercise and Sport Physiology  
 PHY 201 College Physics I

**In addition to the above, the following courses are recommended:****Math Courses:**

*Some programs require one math course in addition to statistics.*  
 MAT 111 Quantitative Business Methods I  
 MAT 150 Mathematical Explorations

**Languages:**

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 52-60 Hrs. depending on required courses.**

**PRE-PHYSICAL THERAPY PROGRAM**

*Prerequisites for entry to graduate physical therapy programs vary widely. Students should explore the prerequisites to PT programs to which they may apply as early as possible during their undergraduate studies.*

**Required Courses:**

BIO 213 Anatomy & Physiology I  
 BIO 214 Anatomy & Physiology II

*Many programs require 1-2 biology courses beyond the anatomy and physiology sequence. Some suggestions include:*

BIO 201 Cellular and Molecular Foundations  
 BIO 120 Microbiology for Health Professionals or BIO 330 Microbiology  
 BIO 303 Genetics  
 BIO 331 Cell Biology  
 CHM 111, 111L General Chemistry I & Lab  
 CHM 112, 112L General Chemistry II & Lab  
 MAT 130 Introductory Statistics for Social Sciences or another accepted statistics course  
 PHY 201 College Physics I

PHY 202 College Physics II  
PSY 101 General Psychology

**In addition to the above, the following courses are recommended:**

**Social Science Courses and Other Courses:** *Note that physical therapy programs vary in the number of required psychology and sociology courses. Many programs require 2 psychology courses.*

COM 326 Health Communication  
IDS 300 Interfaith Competencies for Healthcare Professions  
PHL 310 Biomedical Ethics  
PSY 210 Developmental Psychology  
PSY 271 Abnormal Psychology  
SOC 101 Introduction to Sociology

**Kinesiology Courses:**

KIN 314 Exercise and Sport Physiology  
*Some programs require some type of exercise physiology course.*

**Languages:**

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 40-44 Hrs for required courses.**

**PRE-OCCUPATIONAL THERAPY PROGRAM**

*Prerequisites for entry to graduate programs vary widely. Students should explore the prerequisites of programs to which they may apply as early as possible during their undergraduate studies.*

**Required Courses:**

BIO 213 Anatomy & Physiology I  
BIO 214 Anatomy & Physiology II  
MAT 130 Introductory Statistics for Social Sciences or another accepted statistics course  
PSY 101 General Psychology  
PSY 210 Developmental Psychology  
PSY 271 Abnormal Psychology  
*Note that psychology requirements vary among programs.*

**In addition to the above, the following courses are required or recommended by some programs:**

ATH 101 Cultural Anthropology  
NUR 105 Medical Terminology  
PHL 310 Biomedical Ethics or logic course  
SOC 101 Introduction to Sociology and any 200 level courses

**Languages:**

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 32-36 Hrs. for required courses.**

**PRE-OPTOMETRY PROGRAM**

**Required or Strongly Recommended Courses:**

BIO 213 Anatomy & Physiology I  
BIO 214 Anatomy & Physiology II  
BIO 330 or BIO 120 Microbiology  
CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 304, 304L Organic Chemistry II & Lab  
CHM 401 Biochemistry (with or without CHM 401L lab) *Note that some schools require Organic II or Biochemistry; check to see if biochem lab required*  
MAT 210 Single Variable Calculus I  
MAT 130 Introductory Statistics for Social Sciences or other accepted statistics course  
*Note that math requirements vary among programs and required math courses vary by major.*  
PSY 101 General Psychology  
*Note that some programs require an additional psychology course..*

**In addition to the above, the following courses are recommended:**

**Natural Science Courses:**

BIO 303 Genetics  
BIO 331 Cell Biology

**Business:**

*Consider a course in business, accounting, or economics.*  
ACC 207 Financial Accounting  
BUS 218 Communications in Business  
ECO 203 Macroeconomics

**Other Courses:**

COM 326 Health Communication  
IDS 300 Interfaith Competencies for Healthcare Professions  
PHL 310 Biomedical Ethics

**Languages:**

*Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.*

**Total: 40-48 Hrs for required courses.**

## The College of Arts and Sciences

The College of Arts & Sciences is composed of nine departments. The Cato School of Education, housed in the College of Arts and Sciences, offers the major in Elementary Education as well as a variety of N.C. teacher licensure programs.

### *Art, Design and Music Department Majors*

- Art History
- Arts Leadership & Management
- Graphic Design
- Interior Architecture and Design
- Studio Art
- Music
- Music Therapy

### *Biology and Chemistry Department Majors*

- Biology (BA)
- Biology (BS)
- Biochemistry
- Chemistry (BA)
- Chemistry (BS)
- Conservation Biology

### *English and Creative Writing Department Majors*

- Creative Writing
- Literary Studies
- Professional Writing and Rhetoric

### *History Department Major*

- History

### *Mathematics & Physics Department Majors*

- Engineering Physics
- Mathematics
- Physics

### *Philosophy & Religion Department Major*

- Philosophy and Religion

### *Political Science, International Studies & Sociology Department Majors*

- Political Science
- International Studies
- Sociology

### *Psychology Department Majors*

- Psychology

### *World Languages Department Majors*

- French
- Spanish

### **Cato School of Education**

- Elementary Education

## ART, DESIGN AND MUSIC DEPARTMENT

The Department of Art, Design and Music is committed to creative literacy in teaching and research, collaboration within the arts, and service to the Charlotte community. The department is positioned to be a cultural, intellectual and creative center, and the faculty is dedicated to fostering scholarly research, creative and critical thinking, design methodology, and innovative synthesis.

The Department of Art, Design and Music faculty publish, lecture, perform and exhibit nationally and internationally. Class sizes are small which encourages camaraderie among students, and the low student-faculty ratio provides a close-knit community of support, both at Queens and for future references to graduate schools and employment opportunities as artists, clinicians, designers, musicians, critics, art leaders and professors.

### Art History Major

Art history students learn to sharpen their perception of visual images in a world in which information and thoughts are increasingly communicated through visual media. From cave painting to contemporary performance art, Art history students explore this means of communication with a concern for form, meaning and cultural context.

A strong academic approach is emphasized with a view to developing a solid foundation in Art history. Faculty then build on that foundation with advanced level courses which develop their ability to think creatively and critically. Art history students interested in careers in leadership in the arts are encouraged to double-major with Arts Leadership and Management.

#### Degree

The major in Art history leads to a Bachelor of Arts degree.

#### Scholarships

The Kathryn Leinbach Brown '78 Art Scholarship awards travel to successful Art history students to attend a summer program. Students have used this to pursue studies in Art history at Oxford University (UK), Sotheby's (NY), and Studio Arts College International in Florence (Italy). Students have also

been successfully granted summer research grants with faculty such as the Rogers Summer Institute for Research and Creative Work and yearlong research scholarships like the Noble Fellowship.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ARH 204 or ARH 205.

#### Internships

The many local art organizations - museums, galleries, art-related businesses such as advertising firms and the Arts and Science Council - provide diverse internship opportunities. Apprenticeships with local artists and conservators are also available. Students have been mentored by the CEO of the Mint Museums, the Bechtler Museum of Modern Art, the Harvey B. Gantt Center for African-American Arts + Culture, LACA Projects and the McColl Center for Art + Innovation.

#### Careers

A major in Art history is designed to prepare students for graduate study, and for professional careers in museums and galleries, arts organizations, and as art critics, but the skills they learn extend to most professions. Our recent art history graduates are securing placements in graduate schools nationally and internationally, including at St. Andrews (Scotland), Glasgow University (Scotland), the University of Liverpool (UK), McGill (Canada), Basel (Switzerland), Tulane, Northwestern, the Corcoran, Sotheby's NY, and UNC-Chapel Hill. In the work force, examples of successful positions include university professor, museum curator, gallery owner, art critic, art lawyer, arts organization administrator, and a consumer and wealth management analyst at Goldman Sachs.

#### Requirements

Students are required to complete 44 hours in the major.

#### Requirements for the major in Art History are:

ARH 204 History of Western Art  
ARH 205 History of Non-Western Art  
ARH 400 Creative Literacy  
ARH 401 Seminar in Art History  
ARH 402 Senior Capstone I  
ARH 403 Senior Capstone II  
ARH 407 Methods and Research in Art History  
ARL 200 Intro to Arts Leadership and Management

*Plus, take two of the following:*

ARL 201 The Arts and Civic Engagement  
ARL 202 Arts Development  
ARL 300 Leadership in the Arts  
ARL 301 Entrepreneurship in the Arts  
ARL 302 Art Law

*Plus, take two of the following:*

ARS 100 Foundations of Art and Design  
ARS 101 Drawing  
ARS 200 Ceramics  
ARS 201 Printmaking  
ARS 300 Sculpture  
ARS 301 Painting

*Four semesters of ARS 070 Design Awareness and Engagement (0 credit hours) are required.*

**TOTAL: 44 hours**

## Arts Leadership & Management Major

The Arts Leadership and Management major is a synthesis of arts, business, leadership, and arts management courses that prepare students for careers in the arts. The major is differentiated from standard Arts Management majors by an intentional emphasis on leadership, entrepreneurial thinking, community engagement and an international focus. Arts Leadership and Management students interested in careers in the arts are encouraged to double-major with Art history, Studio art, Music, or Creative Writing.

### Degree

The major in Arts Leadership and Management leads to a Bachelor of Arts degree.

### Scholarships

The Kathryn Leinbach Brown '78 Art Scholarship awards travel to successful Arts Leadership and Management students to attend a summer program. Students have used this to pursue studies in Art history at Oxford University (UK), Sotheby's (NY), and Studio Arts College International in Florence (Italy). Students have also been successfully granted summer research grants with faculty such as the Rogers Summer Institute for Research and Creative Work and yearlong research scholarships like the Noble Fellowship.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ARL 400.

### Internships

The many local art organizations - museums, galleries, art-related businesses such as advertising firms and the Arts and Science Council - provide diverse internship opportunities. Apprenticeships with local artists and conservators are also available. Students have been mentored by the CEO of the Mint Museums, the Bechtler Museum of Modern Art, the Harvey B. Gantt Center for African-American Arts + Culture, LACA Projects, the McColl Center for Art + Innovation, the Charlotte Symphony, Opera Carolina, the Blumenthal, and the Charlotte Observer.

### Careers

A major in Arts Leadership and Management is designed to prepare students for graduate study, and for professional careers in museums and galleries, arts organizations, and as art critics, but the skills they learn extend to most professions. Our recent art graduates are securing placements in graduate schools nationally and internationally, including at St. Andrews (Scotland), Glasgow University (Scotland), the University of Kent (UK), University of Liverpool (UK), McGill (Canada), Basel (Switzerland), Tulane, Northwestern, the Corcoran, Sotheby's NY, and UNC-Chapel Hill. In the work force, examples of successful positions include university professor, architect, museum curator, gallery owner, art critic, art lawyer, and arts organization administrator, and public art director.

### Requirements

Students are required to complete a program total of 58 hours: 38 hours of core courses in the major, plus 20 hours in an arts minor.

### Requirements for the major in Arts Leadership & Management are:

ARH 400 Creative Literacy  
ARL 200 Intro to Arts Leadership & Management  
ARL 201 The Arts and Civic Engagement  
ARL 202 Arts Development  
ARL 300 Leadership in the Arts  
ARL 301 Entrepreneurship in the Arts  
ARL 302 Art Law  
ARL 401 Senior Capstone I  
ARL 402 Senior Capstone II  
MGT 333 Principles of Management  
MKT 340 Principles of Marketing

*Four semesters of ARS 070 Design Awareness and Engagement (0 credit hours) are required.*



*Plus, take an arts minor from:*

Art History, Studio Art, Interior Architecture and Design, Graphic Design, Music, Theatre, or Creative Writing\*

### **TOTAL: 58 hours**

*\* Students double majoring with Art History, Studio Art, Interior Architecture and Design, Graphic Design, Music, or Creative Writing are able to drop the minor requirement.*

## **Graphic Design Major**

From paper to pixels, students will engage in a world of 21<sup>st</sup> century design. As a graphic design major, students will produce high impact visual content suited for all types of screens, surfaces and mediums. Using the latest digital media tools, students will train towards proficiency in print, interactive and time-based media. Our curriculum provides a solid foundation in visual literacy, graphic design essentials, animation and UX/UI user experience and interface design. Students will learn to synthesize their interests and passions with design skills and develop a portfolio and professional creative persona for careers that don't even exist yet. Studying design in a liberal arts environment allows students to work in an interdisciplinary fashion to solve real world problems.

### **Degree**

The major in Graphic Design leads to a Bachelor of Arts degree

### **Scholarships**

Scholarship opportunities are available through professional, industry, and academic organizations.

### **Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with ARH 204 or ARH 205.

### **Internships**

Internship opportunities help students explore the diverse possibilities of employment in graphic design. Departmental faculty have built strong and on-going relationships with marketing firms, creative firms, advertising agencies and in-house creative departments in Charlotte as well as other locations in the U.S. and abroad. Students will take advantage of these connections, providing them with professional experience and contacts in the field prior to graduation.

### **Careers**

A major in Graphic Design prepares students to pursue career or graduate school goals. Possible career options include: graphic designer, art director, package designer, design director, multimedia and web designer, interactive designer, exhibition designer, illustrator, retail identity designer, UX designer, environmental graphics designer, publishing and advertising agencies, the printing industry, production houses, service bureaus, corporations, television and movie studios, newspapers, and magazines.

### **Creative Awareness and Engagement**

Through exposure to creative and professional activities, students build awareness about themselves and connect with their community. All GDN students (including transfer and second-degree students) are required to complete four semesters of GDN 070 Creative Awareness and Engagement.

### **Minimum Grade Requirement**

The Graphic Design program is a pre-professional program that assumes competence in fundamental design skills and knowledge. Students must earn a grade of C or higher in the following core courses to move forward in the program:

- GDN 110 Fundamentals of Graphic Design
- GDN 211 Image Making and Illustration
- GDN 212 Digital Typography
- GDN 213 Motion Graphics
- GDN 450 Senior Capstone 1

Students who fail to earn a grade of C or higher in a core course must discuss continuance in the program with the GDN Program Director and may be required to repeat the course to progress.

### **Requirements**

Students are required to complete 64 hours in the major.

### **GRAPHIC DESIGN MAJOR**

ARH 204 History of Western Art  
ARH 205 History of Non-Western Art  
ARS 100 Foundations of Art and Design  
GDN 100 Graphic Design Drawing  
GDN 110 Fundamentals of Graphic Design  
GDN 211 Image Making and Illustration  
GDN 212 Digital Typography  
GDN 213 Motion Graphics



GDN 215 Editorial Design  
 GDN 310 Branding and Identity Design  
 GDN 313 User Experience Design  
 GDN 314 Interactive Design  
 GDN 320 History of Graphic Design  
 GDN 429 Topics in Graphic Design  
 GDN 450 Senior Capstone 1- Independent Project  
 GDN 451 Senior Capstone 2- Portfolio

*Plus, any studio art class chosen from the following:*

ARS 101 Drawing  
 ARS 200 Ceramics  
 ARS 201 Printmaking  
 ARS 202 Film Photography I  
 ARS 300 Sculpture  
 ARS 301 Painting

*Four semesters of GDN 070 Design Awareness and Engagement (0 credit hours) are required.*

**TOTAL: 64 hours**

### Studio Art Major

Courses in the Studio Art major are designed to prepare students for graduate study, teaching and professional careers in art. We introduce fundamental skills and vocabulary in beginning-level studio art courses. Faculty then work with students to build on that foundation with advanced level courses that develop their ability to create and think critically and autonomously. A balance of technical ability, creative problem-solving and critical assessment skills is stressed.

#### Degree

The major in Studio Art leads to a Bachelor of Arts degree.

#### Scholarships

Travel scholarships have sponsored gifted students to attend a summer program at Aarowmont (TN), Studio Arts College Florence (Italy), and Penland, NC.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ARH 204 or ARH 205.

#### Internships

Students will have sound internship opportunities that will help them explore the diverse possibilities of employment in studio art. Departmental faculty have built strong and on-going relationships with studio art and academic organizations both in

Charlotte as well as other locations in the U.S. and abroad. Students will take advantage of these connections, providing them with professional experience and contacts in the field prior to graduation.

#### Careers

A major in Studio Art will find themselves well prepared to pursue career or graduate school goals. Possible career options include: artist, art director, exhibition designer, illustrator, the printing industry, and curator.

#### Requirements

Students are required to complete 44 hours in the major.

#### Requirements for the major in Studio Art are:

ARH 204 History of Western Art  
 ARH 205 History of Non-Western Art  
 ARS 100 Foundations of Art and Design  
 ARS 101 Drawing  
 ARS 401 Senior Capstone I  
 ARS 402 Senior Capstone II

*Plus, one of the following courses:*

ARS 200 Ceramics  
 ARS 201 Printmaking

*Plus, one of the following courses:*

ARS 300 Sculpture  
 ARS 301 Painting

*Plus, the following course three times:*

ARS 400 Advanced Studio Lab in Studio Art\*

*Plus, one of the following courses:*

ARH 400 Creative Literacy  
 ARH 401 Seminar in Art History  
 ARH 407 Methods and Research in Art History

*Four semesters of ARS 070 Design Awareness and Engagement (0 credit hours) are required.*

**TOTAL: 44 hours**

*\* Advanced Studio classes can be repeated for credit.*

### Interior Architecture and Design Major

The Bachelor of Arts in Interior Architecture and Design extends Queens transformative experience with a solid foundation in critical design thinking. The mission of the IAD program is to inspire thoughtful, empathic, and creative designers who

enrich people's lives by developing quality driven, comfortable, pleasing, and memorable spaces that add value to society. The program begins with foundational design knowledge and skills prior to core interior studios and culminates in a capstone project. Students leave the program prepared for the professional workplace and future certification while building valuable problem solving, communication, and collaboration skills. The BA in Interior Architecture and Design is complimented by Queens' urban context, regional diversity, global outlook, and commitment to service and academic excellence.

**Degree**

The major in Interior Architecture and Design leads to a Bachelor of Arts degree.

**Accreditation**

The interior design program leading to the Bachelor of Arts in Interior Architecture and Design is accredited by the Council for Interior Design Accreditation, [www.accredit-id.org](http://www.accredit-id.org), 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503. The CIDA-accredited program prepares students for entry-level interior design practice, for advanced study, and to apply for membership in professional interior design organizations. The Bachelor of Arts in Interior Architecture and Design, granted by Queens University of Charlotte meets the educational requirement for eligibility to sit for the National Council for Interior Design Qualification Examination (NCIDQ Exam). For more information about NCIDQ Exam eligibility visit: <https://www.cidq.org/eligibility-requirements>.

**Scholarships**

Scholarship opportunities are available through the university, and professional, industry, and academic organizations.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with ARH 204 or ARH 205, IAD 361, IAD 455 or IAD 462.

**Internships**

As the professional world grows more competitive it is vital that students graduate with "real-world" experience. The demand to provide employers with candidates who not only have a strong academic foundation, but also the ability to translate their classroom learning into marketable on-the-job skills is expected. The required Queens internship experience gives IAD students a competitive edge

when entering the workforce. Students can pursue internships in the Charlotte metropolitan area, the Carolinas, or beyond; working within design firms, development companies, corporations, or government institutions. Internships are required for all IAD majors, including transfer and returning second-degree students.

**Careers**

With a Bachelor of Art in Interior Architecture and Design, graduates will find more opportunities than traditionally perceived. While many graduates pursue careers with design firms that specialize in specific market sectors (residential, hospitality, retail, office, healthcare, education, etc.), other graduates pursue careers "in-house" working directly within corporations, developers, institutions, and local, state, and federal governments as designers, facility planners, project managers, etc. Graduates may also find themselves motivated by their own entrepreneur goals and pursue a career as a manufacture representative, showroom or sales manager, visual merchandizer, lighting designer, sole practitioner, or continue to pursue a Masters or Ph. D in an associated field. Such a variety underscores the versatility of the Bachelor of Arts in Interior Architecture and Design.

**Transfer Students**

To ensure transfer student success and establish placement within the IAD program, transfer students seeking to receive course credit for IAD major requirements must have examples of their coursework completed at other institutions reviewed by the program prior to determining if course(s) and credit(s) are transferrable. Courses completed at other accredited institutions must have earned a grade of C or higher. Fifty percent (50%) of the major requirements must be completed at Queens. The total number of credits obtained at other institutions may not determine the total number of transferrable credits. Additional courses not transferred towards the IAD major requirements will be transferred in as general electives. Those planning to transfer and finish their degree at Queens are advised to contact the program in advance.

**Design Awareness and Engagement**

To encourage interaction in the local, regional, and national design community and promote the designer's responsibility to life-long learning, all IAD students (including transfer and second-degree students) are required to complete four semesters of IAD 070 Design Awareness and Engagement.

**Minimum Grade Requirement**

The Interior Architecture and Design program is a pre-professional program that assumes competence in Foundation and Fundamental Principles, Visual Communication and Representations, Technical and Professional Acumen, and Design Synthesis. Students must earn a grade of C or higher in the following core courses to move forward in the program:

IAD 111 Fundamentals of Interior Architecture and Design  
 IAD 121 Design Drawing I  
 IAD 122 Design Drawing II  
 IAD 241 Human Environments  
 IAD 342 Residential Environments  
 IAD 343 Branded Environments  
 IAD 444 Workplace Environments  
 IAD 455 Capstone I: Research and Programming.

Students who fail to earn a grade of C or higher in a core course will be contacted by the program director to discuss continuance in the program and may be required to repeat the course.

**Requirements for the B.A. in Interior Architecture and Design are:****Foundational and Fundamental Principle Courses (8 credit hours)**

ARS 100 Foundations of Art & Design  
 IAD 111 Fundamentals of IAD

**Visual Communication and Representation Courses (16 credit hours)**

IAD 121 Design Drawing I  
 IAD 122 Design Drawing II  
 IAD 223 Introduction to Computer Aided Design  
 IAD 324 Advanced Computer Aided Design

**Technical and Professional Acumen Courses (12 credit hours)**

IAD 231 Material and Assembly  
 IAD 332 Environmental Ergonomics I  
 IAD 333 Environmental Ergonomics II  
 IAD 433 Contracts and Documents

**History and Theory Courses (16 credit hours)**

ARH 204 History of Western Art  
 ARH 205 History of Non-Western Art  
 IAD 361 Design in Context  
 IAD 462 The Will to Design

**Design Synthesis Courses (16 credit hours)**

IAD 241 Human Environments  
 IAD 342 Residential Environments

IAD 343 Branded Environments  
 IAD 444 Workplace Environments

**Capstone Courses (4 credit hours)**

IAD 455 Capstone I: Research and Programming  
 IAD 456 Capstone II: Design Synthesis

*Four semesters of IAD 070 Design Awareness and Engagement (0 credit hours) are required.*

*Internship Requirement: Complete one of the following groups:*

**Group 1: Traditional Undergraduates**

INT201 Career Connections (2)  
 INT 401 Professional Internship I (2)\*\*  
 INT 402 Professional Internship II (2) \*\*

*\*\* INT 403 Extended Professional Internship may be substituted for the courses (4).*

**Group 2: Adult Post-Traditional Students:**  
 INT 405 Professional Internship (4)

**TOTAL: 76-78 hours**

**Music Major**

The Music program at Queens University of Charlotte is designed to develop excellence in music within both a liberal arts framework and a rigorous academic setting. We provide an environment where students can fully realize their potential as artists and intellectuals, and excel professionally as performers, scholars, and instructors. Scholarship of the arts is emphasized by cultivating the students' performance abilities, providing a high degree of academic flexibility, and providing collaborative opportunities across disciplines. We offer the rare combination of state-of-the-art facilities found at larger universities and small class sizes where individual growth is closely cultivated. Students perform as soloists and in ensembles that perform on campus and in the Charlotte community, tour locally and nationally, and regularly interact and collaborate with renowned guest artists.

**Admissions Criteria**

All students must demonstrate suitable proficiency on a primary instrument through a live audition or long-distance auditions prior to beginning a degree program in music. Acceptance into music is determined at the time of audition. Students cannot be accepted into the programs or switch their major to music or music therapy without

completing an audition and being formally accepted as a music major.

### **Transfer Students**

Transfer students at the junior or senior level as well as second-degree students whose first degree was not in music will be asked to complete the Sophomore Qualifying Exam. This includes testing in the areas of music history, music theory, sight singing and applied performance.

### **Sophomore Qualifying Exam**

All students majoring in music including transfer students and second-degree students, must pass a Sophomore Qualifying Exam (SQE). The exam assesses students in the areas of performance, theory, history, sight singing and sight reading. (See Music/Music Therapy Handbook for details).

### **Proficiency Requirement**

All candidates for music degrees must be able to demonstrate basic piano proficiency. Students who cannot pass a proficiency exam upon entering the program must enroll in a course or applied lessons in the appropriate instruments until proficiency has been achieved. Detailed information about skills covered in the proficiency exams can be found in the Music/Music Therapy Handbook.

### **Solo Recitals**

Students who show diligent and regular practice habits, in addition to excellence in mastering technique and repertoire, may be invited by their applied teachers to give a solo recital, subject to departmental approval. (See Music/Music Therapy Handbook for details.)

### **Degree**

The Music major leads to the Bachelor of Arts degree.

### **Scholarships**

Performance scholarships are awarded to exceptional student performers based on their audition, which takes place prior to matriculation into the program.

### **Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with MUS 321 and MUS 322.

### **Internships**

Music majors secure internships with many local organizations that include Opera Carolina,

Charlotte Symphony Orchestra, Bach Akademie Charlotte, Northwest School of the Arts, School of Rock, and within the Gambrell Center itself.

### **Careers**

A major in Music will prepare students to pursue a career in music or further studies in graduate school. Many of our students have found employment in the local music industry as well as graduate study in the areas of performance, music theory, composition, and music theory cognition. The open-ended nature of the BA in Music allows for a wide range of career options, including music education, directing or securing paid performing positions in community ensembles and church music, embarking on a freelance performance or composition career, or some combination of these options. Many of our students go on to graduate school after working in the field for a few years.

### **Double-Majoring in Music and Arts Leadership and Management**

Students interested in careers in arts administration are encouraged to double-major in Music and Arts Leadership & Management. These double majors do not need to complete the minor required for the Arts Leadership and Management major.

### **Concert Attendance**

Eight semesters of concert attendance (MUS 010) are required. All transfer students and second-degree students (where music was not the first degree) must enroll in concert attendance every semester they are enrolled, up to eight semesters.

### **Minimum Grade Requirement**

Students must earn a C or better in all core MUS courses. Students who fail to earn a grade of C in a core course will be invited to a conference to discuss continuance in the Music Program and may be required to repeat the course.

### **Requirements for the B.A. Music major are:**

#### **Core Requirements:**

MUS 105 Music Theory and Ear Training I  
MUS 106 Music Theory and Ear Training II  
MUS 205 Music Theory and Ear Training III  
MUS 206 Music Theory and Ear Training IV  
MUS 301 Introduction to World Music\*\*  
MUS 310 Conducting  
MUS 321 Music History and Literature I  
MUS 322 Music History and Literature II  
MUS 402 Senior Capstone I  
MUS 403 Senior Capstone II

*\*\*May be taken as a QLC course*

*Plus:*

Principal Applied Instrument (12 hrs)  
MUS 395 Functional Piano Class

*Ensemble:*

• At least 6 ensemble credits based on the primary instrument (MUS 177, 179, 187, 192, 193, 194, 195, 196 or 197); pianists may choose any large ensemble.

• Each semester, students must register for concert attendance credit: MUS 010

**TOTAL: 31 courses for 47 hours**

**Recommended concentrations include:**

Vocal Performance  
Piano Performance  
Guitar Performance  
Vocal Pedagogy  
Piano Pedagogy  
Guitar Pedagogy  
Composition

### **Vocal Performance Concentration**

The Concentration in Vocal Performance allows students to delve more deeply into the art of singing by honing skills and acquiring scholarly knowledge, culminating in a senior recital. Additional courses in other disciplines could also be included such as theater, languages, and literature.

### **Vocal Performance Requirements:**

MUS 215 Diction for Singers (Eng/Lat/Ital)  
MUS 216 Diction for Singers (Fr/Ger)  
MUS 323 Vocal Pedagogy  
MUS 325 Vocal Literature  
Applied Voice (4 additional credit hours)  
MUS 396 Half Recital\*

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 13 hours**

### **Vocal Pedagogy Concentration**

The Concentration in Vocal Pedagogy allows students to delve more deeply into their understanding of technique and the process of learning. This exploration takes place through additional coursework in applied lessons and courses in pedagogy and literature. Students will complete a research paper on a chosen pedagogical topic during their final semester of undergraduate study.

### **Vocal Pedagogy Requirements:**

MUS 215 Diction for Singers (Eng/Lat/Ital)  
MUS 216 Diction for Singers (Fr/Ger)  
MUS 323 Vocal Pedagogy  
MUS 325 Vocal Literature  
Applied Voice (4 additional credit hours)  
Independent Study – Research Project

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 13 hours**

### **Piano Performance Concentration**

The Concentration in Piano Performance allows students to delve more deeply into the instrument by honing skills and acquiring scholarly knowledge. Additional requirements in literature, pedagogy, and applied lessons are included, culminating in a senior recital.

### **Piano Performance Requirements:**

MUS 313 Piano Pedagogy  
MUS 314 Piano Literature  
Applied Piano (4 additional credit hours)  
MUS 396 Half Recital\*  
Two Additional Ensemble Courses (2 additional credit hours)

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 11 hours**

### **Piano Pedagogy Concentration**

The Concentration in Piano Pedagogy allows students to delve more deeply into their understanding of technique and the process of learning. This exploration takes place through additional coursework in applied lessons and courses in pedagogy and literature. Students will complete a research paper on a chosen pedagogical topic during their final semester of undergraduate study.

### **Piano Pedagogy Requirements:**

MUS 313 Piano Pedagogy  
MUS 314 Piano Literature  
Applied Piano (4 additional credit hours)  
Independent Study – Research Project  
Two Additional Ensemble Courses (2 additional credit hours)

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 11 hours**

### **Guitar Performance Concentration**

The Concentration in Guitar Performance allows students to delve more deeply into the instrument by honing skills and acquiring scholarly



knowledge. Additional requirements in literature, pedagogy, and applied lessons are included, culminating in a senior recital.

#### **Guitar Performance Requirements:**

MUS 315 Guitar Pedagogy  
MUS 316 Guitar Literature  
Applied Guitar (4 additional credit hours)  
MUS 396 Half Recital\*  
Two Additional Ensemble Courses (2 additional credit hours)

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 11 hours**

#### **Guitar Pedagogy Concentration**

The Concentration in Guitar Pedagogy allows students to delve more deeply into their understanding of technique and the process of learning. This exploration takes place through additional coursework in applied lessons and courses in pedagogy and literature. Students will complete a research paper on a chosen pedagogical topic during their final semester of undergraduate study.

#### **Guitar Pedagogy Requirements:**

MUS 315 Guitar Pedagogy  
MUS 316 Guitar Literature  
Applied Guitar (4 additional credit hours)  
Independent Study – Research Project  
Two Additional Ensemble Courses (2 additional credit hours)

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 11 hours**

#### **Composition Concentration**

The Concentration in Composition allows students to explore various aspects of compositional techniques through applied lessons as well as a foundation in orchestration, counterpoint, and electronic music. Students will present a composition recital during their final semester of undergraduate study.

#### **Composition Requirements:**

MUS 271 C Applied Composition (8 credit hours)  
MUS 365 Topics in Music (4 credit hours.  
repeatable with different topics)  
MUS 396 Half Recital\*

*\* Students may take MUS 400 Full Recital with Departmental approval*

**TOTAL: 13 hours**

## **Music Therapy Major**

The Music Therapy Program at Queens provides a comprehensive music, academic, and clinical education to traditional undergraduates and to adult learners, resulting in graduates who are eligible for the national board certification exam in music therapy. The liberal arts perspective inspires learners to think creatively and globally and to develop a deeper philosophical understanding of the power of music to change lives. The academic preparation encompasses a variety of theoretical frameworks, research models, and evidence-informed techniques for clinical practice. Students gain hands-on experience with a broad spectrum of clinical populations, culminating in a 1020-hour professional internship that not only transforms the Queens student but also the lives of those being served.

#### **Admissions Criteria**

All students must demonstrate suitable proficiency on a primary instrument through a live or virtual audition prior to beginning a degree in music therapy. Acceptance into music therapy is determined at the time of audition. Students cannot be accepted into the program or switch their major to music therapy without completing an audition and being formally accepted as a music therapy major. Music Therapy students are required to pass a background check and a drug screening, as well as submit a medical checklist and remain current on immunizations. These security measures are required for clinical placements.

#### **Transfer Students/Second Degree**

Transfer students at the junior or senior level as well as second-degree students whose first degree was not in music will be asked to complete the Sophomore Qualifying Exams (SQE). These exams include testing in the areas of applied performance, music history, music theory, sight singing, sight reading, and music therapy skills. Second degree or equivalency certificate students, who already have an undergraduate degree in music, must audition for acceptance into the program and complete all the required courses in the undergraduate Music Therapy curriculum, including the professional internship. They are also required to take the Sophomore Qualifying Exam in music therapy.

#### **Sophomore Qualifying Exam**



All students majoring in Music Therapy, including transfer students and second-degree students whose first degree is not in music, must pass the Sophomore Qualifying Exams (SQE). The exams assess students in the areas of applied performance, music theory, music history, sight singing, sight reading, and music therapy skills. (See Music/Music Therapy Handbook for details.)

### **Proficiency Requirement**

Music Therapy degree candidates must pass proficiencies in piano, voice, and guitar. Students who cannot pass a proficiency exam upon entering the music program must enroll in a course or applied lessons in the appropriate instruments until proficiency has been achieved. Detailed information about skills covered in the proficiency exams can be found in the Music/Music Therapy Handbook.

### **Solo Recitals**

Students who show diligent and regular practice habits, in addition to excellence in mastering technique and repertoire, may be invited by their applied teachers to give a solo recital, subject to departmental approval. (See Music/Music Therapy Handbook for details.)

### **Degree**

The Music Therapy major leads to the Bachelor of Music degree.

### **Scholarships**

Performance scholarships are awarded to exceptional student performers based on their audition, which takes place prior to their matriculation into the program.

### **Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with MTH 420 and MTH 480.

### **Internship**

Students majoring in music therapy fulfill the Queens Internship requirement through the Professional Music Therapy Internship (MTH 499); a 1020-hour internship after on-campus coursework is completed. Our students intern in a variety of settings including hospice facilities, hospitals, psychiatric treatment centers, behavioral health settings, nursing homes, school settings or private practice clinics.

### **Careers**

Majors in Music Therapy will find themselves well prepared to pursue careers as clinicians in a

variety of settings or pursue graduate school goals.

### **Concert Attendance**

Eight semesters of concert attendance (MUS 010) are required. All Music Therapy transfer students and second-degree students (where music was not the first degree) must enroll in concert attendance every semester they are enrolled, up to eight semesters.

### **Minimum Grade Requirement**

Music therapy is a professional degree program that assumes competence. Students must earn a C or better in all music and music therapy courses. Students who fail to earn a minimum grade of C in a course will be invited to a conference to discuss continuance in the Music Therapy Program and may be required to repeat the course.

### **Requirements for the Music Therapy Major are:**

Voice Proficiency (by exam)  
Guitar Proficiency (by exam)  
Piano Proficiency (by exam)

### **Core Music:**

MUS 105 Music Theory and Ear Training I  
MUS 106 Music Theory and Ear Training II  
MUS 205 Music Theory and Ear Training III  
MUS 206 Music Theory and Ear Training IV  
MUS 310 Conducting  
MUS 321 Music History and Literature I  
MUS 322 Music History and Literature II

### **Plus:**

Principal Applied Instrument (12 hrs, at least 2 credit hrs at the 300 level)  
MTH 161 Voice Class  
MTH 250 Percussion Techniques for Therapy  
MTH 261 Functional Guitar II  
MUS 395 Functional Piano Class I  
MTH 361 Functional Piano Class II

### **Ensemble:**

- At least 2 ensemble credits based on the instrument of their choice (MUS 177, 179, 187, 192, 193, 194, 195, 196, or 197).
- At least 2 ensemble credits of a choral ensemble: MUS 187, 196, or 197.
- At least 2 ensemble credits based on improvisation: MTH 185

### **Core Music Therapy:**

MTH 121 Professional Foundations of MT I  
MTH 122 Professional Foundations of MT II  
MTH 221 Applied Techniques for MT I  
MTH 222 Applied Techniques for MT II

MTH 320 Psychology of Music \*  
MTH 321 Applied Techniques III  
MTH 322 Applied Techniques IV  
MTH 420 Research Methods in Clinical Practice  
MTH 480 Music Therapy Capstone

*\*May be taken as a QLC*

Plus:

MTH 131 Entry Level Field Studies I  
MTH 132 Entry Level Field Studies II  
MTH 231 Entry Level Field Studies II  
MTH 232 Entry level Field Studies IV  
MTH 331 Upper-Level Field Studies I  
MTH 332 Upper-Level Field Studies II  
MTH 431 Upper-Level Field Studies III  
MTH 432 Upper-Level Field Studies IV  
MTH 499 Professional Internship in MT

Plus the Psychological/Science minor:

BIO 220 Applied Anatomy and Physiology\*  
PSY 101 General Psychology  
PSY 210 Developmental Psychology  
PSY 271 Abnormal Psychology

*\*May be taken as a QLC*

Plus one additional Psychology course from the following list:

PSY 250 Social Psychology  
PSY 251 Psychology of Personality  
PSY 360 Introduction to Counseling  
PSY 370 Exceptional Children  
PSY 280 Health Psychology  
PSY 311 Infant and Child Development  
PSY 312 Adolescent Psychology  
PSY 313 Psychology of Adulthood and Aging  
PSY 326 Cognitive Psychology  
PSY 327 Psychology of Language  
PSY 351 Forgiveness: Theory/Research/Practice  
PSY 361 Cross-Cultural Psychology  
PSY 371 Child and Adolescent Psychopathology  
PSY 385 Physiological Psychology

**TOTAL: 106-108 hours**

### Second Degree Candidates in Music Therapy

Without a prior degree in music

Requirements for the Music Therapy Major leading to the BM degree as a second degree, where the first degree earned from an accredited institution was not in music, are the same as for a first degree with the following exceptions:

- MTH 131 and MTH 132 Entry Level Field

Studies I and II are not required but may be recommended by your advisor.

- One semester of Entry Level Field Studies III or IV (MTH 231 or MTH 232) is required.
- One semester of Upper-Level Field Studies I or II (MTH 331 or MTH 332) is required.
  - At least 2 ensemble credits based on improvisation: MTH 185
- A psychology elective is not required.

**Requirements for the Music Therapy Major leading to the BM degree as a second degree,** where a BA or BM in Music has already been earned from an accredited institution are:

Voice Proficiency (by exam)  
Guitar Proficiency (by exam)  
Piano Proficiency (by exam)

### Core Music Therapy:

MTH 121 Professional Foundations of MT I  
MTH 122 Professional Foundations of MT II  
MTH 185 Improvisation Ensemble (1cr)  
MTH 221 Applied Techniques for MT I  
MTH 222 Applied Techniques for MT II  
MTH 231 or 232 Entry Level Field Studies III or IV  
MTH 250 Percussion Techniques for Therapy  
MTH 320 Psychology of Music \*  
MTH 321 Applied Techniques III  
MTH 322 Applied Techniques IV  
MTH 331 or 332 Upper-Level Field Studies I or II  
MTH 420 Research Methods in Clinical Practice  
MTH 431 Upper-Level Field Studies III  
MTH 432 Upper-Level Field Studies IV  
MTH 480 Music Therapy Capstone  
MTH 499 Professional Internship in MT

*\*May be taken as a QLC*

Plus:

BIO 220 Applied Anatomy and Physiology\*  
MTH 185 Improvisation Ensemble  
MUS 310 Conducting  
PSY 101 General Psychology  
PSY 210 Developmental Psychology  
PSY 271 Abnormal Psychology

*\*May be taken as a QLC*

**TOTAL: 52-54 hours**

### Minors

#### ART HISTORY MINOR

ARH 204 History of Western Art  
ARH 205 History of Non-Western Art

**ARH 400 Creative Literacy**

*Plus, complete ARH 401 Seminar in Art History two times with different topics.*

**TOTAL: 20 hours**

**ARTS LEADERSHIP & MANAGEMENT MINOR**

ARH 400 Creative Literacy

ARL 200 Introduction to Arts Leadership  
and Management

ARL 202 Arts Development

ARL 300 Leadership in the Arts

*Plus, one of the following:*

ARL 201 The Arts and Civic Engagement

ARL 301 Entrepreneurship in the Arts

ARL 302 Art Law

**TOTAL: 20 hours**

**GRAPHIC DESIGN MINOR**

GDN 110 Fundamentals of Graphic Design

GDN 211 Image Making and Illustration

GDN 212 Digital Typography

GDN 213 Motion Graphics

*Plus, one of the following:*

GDN 215 Editorial Design

GDN 313 User Experience Design

**TOTAL: 20 hours**

**INTERIOR ARCHITECTURE AND DESIGN MINOR**

ARH 204 History of Western Art

IAD 111 Fundamentals of IAD

IAD 121 Design Drawing I

IAD 361 Design and Context

*Plus, four credits from the following:*

IAD 122 Design Drawing II

IAD 223 Intro to Computer Aided Design

IAD 231 Material and Assembly

IAD 332 Environmental Ergonomics I and

IAD 333 Environmental Ergonomics II

**TOTAL: 20 hours**

**STUDIO ART MINOR**

ARS 100 Foundations of Art and Design

ARS 101 Drawing

*Plus, three of the following:*

ARS 200 Ceramics

ARS 201 Printmaking

ARS 300 Sculpture

ARS 301 Painting

**TOTAL: 20 hours**

**MUSIC MINOR**

MUS 105 Music Theory and Ear Training I

MUS 271 Applied Music (4 hrs)

MUS 301 Introduction to World Music

*Plus, one of the following:*

MUS 321 History of Music I

MUS 322 History of Music II

*Plus, three ensemble credits (MUS 177, 179, 187 or 197) based on the primary instrument; pianists may choose any large ensemble.*

*Plus, two additional credits in Applied Music and/or Ensemble*

**Total: 20 hours**

**THEATRE MINOR**

THR 150 Beginning Acting

THR 210 Stagecraft Practicum

*Plus, complete 12 hours of Theatre courses (8 of which must be at the 300-level or higher) from the following:*

ENG 313 Shakespeare Studies

THR 220 Lighting and Sound Practicum

THR 230 Costuming & Makeup Practicum

THR 240 Scenic Arts Practicum

THR 245 Stage Management Practicum

THR 300 Theatre History

THR 320 Lighting and Sound Design

THR 321 Adv Lighting and Sound

THR 330 Costuming and Makeup Design

THR 331 Adv Costuming and Makeup

THR 340 Scenic Design

THR 341 Adv Scenic Arts Practicum

THR 345 Adv Stage Management

THR 351 Directing for the Theatre

THR 380 Topics in Dramatic Literature

THR 382 Topics in Experiential Theatre:

**Total: 20 Hours**

## BIOLOGY and CHEMISTRY DEPARTMENT

To serve the needs of the liberal arts student, the biology and chemistry department offers several majors that provide introductory and upper-level instruction to enhance students' understanding of biology and chemistry from the ecosystem level to the molecular level. An emphasis is given to the importance of integrating content across the curriculum and applying this knowledge to everyday living and decision-making in a complex world. *See also **Pre-Professional Programs***

### Biology Major (BS)

The Bachelor of Science degree in Biology engages students in the process of science through the study of a wide range of biological topics in the classroom, the laboratory and the field. The major consists of a series of courses that introduce foundational concepts and skills in biology, supporting courses from closely related fields to increase the depth of knowledge of biological systems, upper division courses from a breadth of biology, and a set of 16 credit hours that provides a strong basis in the physical sciences. Following the core courses, students may choose from an array of different courses from three areas in biology that provide a strong basis for future work in any area of biology. Students utilize these experiences to apply learning to real scientific questions and to understand the impact of science on society. The Bachelor of Science degree in Biology provides students with appropriate preparation for professional and graduate studies. This program also functions as a pre-medical program for students interested in pursuing medical school.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with BIO 300.

#### Teacher Licensure

Students majoring in biology may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

#### Careers

Major study in biology provides basic preparation for students interested in a variety of career paths involving health care, ecological studies, environmental issues, or organismal biology. Possible careers include employment in research

and medical laboratories, government positions, related businesses, teaching, graduate study in biology and related disciplines, and studies in medicine, dentistry, veterinary medicine or other allied health professions including physician assistant and physical therapy.

#### Requirements:

Students are required to complete 61 hours for the Bachelor of Science in Biology.

#### Prerequisites

BIO 201 or BIO 202 are prerequisites to all BIO courses numbered 300 or above.

#### Requirements for the BS major in Biology are:

BIO 201 Cellular & Molecular Foundations  
BIO 202 Biodiversity & Ecology Foundations  
BIO 300 Writing for Biologists  
BIO 301 Biology Roundtable  
BIO 303 Foundations of Genetics  
CHM 111/111L General Chemistry I  
CHM 112/112L General Chemistry II

#### *Complete one of the following statistics courses:*

MAT 130 Introductory Statistics  
MAT 131 Intro Statistics for Social Sciences  
MAT 280 Statistical Methods  
QLC \*60 Quantitative Literacy: Statistics

#### *Complete 1 course from Group 1 Ecology and Field:*

BIO 314 Topics in Ecology and Conservation  
BIO 320 Ecology  
BIO 321 Animal Behavior

#### *Complete 1 course from Group 2 Cellular and Molecular:*

BIO 330 Microbiology  
BIO 331 Cell Biology

#### *Complete 1 course from these research-based capstones:*

BIO 401 Advanced Topics in Ecology  
BIO 402 Advanced Cell & Molecular Concepts  
BIO 403 Research Seminar

*BIO 403 requires pre-requisite of BIO 410 for minimum of 2 hours.*

#### *Complete 4 additional hours of biology at the 300 level or above*

*Complete 16 additional hours of non-biology science and math electives from the following:  
CHM, , MAT or PHY at or above the 200 level*

**TOTAL: 61-63 hours**

## Biology Major (BA)

The Bachelor of Arts degree in Biology engages students in the process of science by studying a wide range of biological topics in the classroom, the laboratory and the field. The major consists of a series of courses that introduce foundational concepts and skills in biology. Following the core courses, students may choose from an array of different courses from three areas in biology that provide a strong basis for future work in any area of biology. Students utilize these experiences to apply learning to real scientific questions and to understand the impact of science on society. The Bachelor of Arts degree in Biology provides students with appropriate preparation for graduate studies, teaching biology at the secondary level (and may be completed with a minor in secondary education), and a variety of careers in biology.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with BIO 300.

### Teacher Licensure

Students majoring in biology may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

### Careers

Major study in biology provides basic preparation for students interested in a variety of career paths involving health care, ecological studies, environmental issues, or organismal biology. Possible careers include employment in research and medical laboratories, government positions, related businesses, teaching, graduate study in biology and related disciplines, and studies in medicine, dentistry, veterinary medicine or other allied health professions including physician assistant and physical therapy.

### Requirements:

Students are required to complete 45 hours for the Bachelor of Arts in Biology.

### Prerequisites

BIO 201 or BIO 202 are prerequisites to all BIO courses numbered 300 or above.

### Requirements for the BA major in Biology are:

BIO 201 Cellular & Molecular Foundations  
BIO 202 Biodiversity & Ecology Foundations  
BIO 300 Writing for Biologists  
BIO 301 Biology Roundtable

BIO 303 Foundations of Genetics  
CHM 111/111L General Chemistry I  
CHM 112/112L General Chemistry II

*Complete one of the following statistics courses:*

MAT 130 Introductory Statistics  
MAT 131 Intro Statistics for Social Sciences  
MAT 280 Statistical Methods  
QLC \*60 Quantitative Literacy: Statistics

*Complete 1 course from Group 1 Ecology and Field:*

BIO 314 Topics in Ecology and Conservation  
BIO 320 Ecology  
BIO 321 Animal Behavior

*Complete 1 course from Group 2 Cellular and Molecular:*

BIO 330 Microbiology  
BIO 331 Cell Biology

*Complete 1 course from these research-based capstones:*

BIO 401 Advanced Topics in Ecology  
BIO 402 Advanced Cell & Molecular Concepts  
BIO 403 Research Seminar  
*BIO 403 requires pre-requisite of BIO 410 for minimum of 2 hours.*

*Complete 4 additional hours of biology at the 300 level or above.*

**TOTAL: 45-47 hours**

## BIOCHEMISTRY MAJOR

The major in Biochemistry leading to the Bachelor of Science degree consists of a group of core courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry) and advanced courses in biochemistry. This major follows the curriculum guidelines recommended by the American Chemical Society (ACS) and is suited for students who wish to seek employment as a biochemist in the public or private sector, intend to work in basic or applied research in biochemistry. The program in biochemistry also prepares students for professional programs (i.e. medical, veterinary, pharmacology) or graduate studies in biochemistry or in a closely related field.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with CHM 300.



**Requirements:** Students are required to complete 24 hours of introductory and foundation courses, 14 hours of in-depth courses, 12 hours of elective course, 6 hours of capstone courses and 20 hours of supporting courses for a total of 76 hours.

**Requirements for the major in Biochemistry are:**

**Introductory and Foundation Courses (23 credit hours)**

CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 305, 305L Analytical Chemistry & Lab  
CHM 308, 308L Physical Chemistry I & Lab  
CHM 403, 403L Advanced Biochemistry I & Lab

**In-Depth Courses (14 credit hours)**

CHM 304, 304L Organic Chemistry II & Lab  
CHM 307, 307L Instrumental Analysis & Lab  
CHM 350 Biotechnology Techniques  
CHM 404 Advanced Biochemistry II

**Elective Courses (8 credit hours)**

*Plus 2 courses from the following*

BIO 303 Foundations of Genetics  
BIO 330 Microbiology  
BIO 331 Cell Biology  
BIO 402 Explorations in Cellular and Molecular Biology

*Plus 1 course from the following*

CHM 309, 309L Physical Chemistry II & Lab  
CHM 320 Inorganic Chemistry  
CHM 406, 406L Environmental Chemistry & Lab  
CHM 430 Topics in Chemistry  
CHM 450 Directed Individual Study  
CHM 490 Chemistry Research

**Capstone (6 credit hours)**

CHM 300 Investigations in Chemistry  
CHM 495 Chemistry Capstone Seminar

**Supporting Courses (20 credit hours)**

BIO 201 Foundations of Cellular and Molecular Biology  
MAT 210 Single Variable Calculus I  
MAT 220 Calculus II with Differential Equations  
PHY 211 University Physics I  
PHY 212 University Physics II

**CHEMISTRY MAJOR (BS)**

The major in Chemistry leading to the Bachelor of Science degree consists of a group of core courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry). This major follow curriculum guidelines recommended by the American Chemical Society (ACS) and is suited for students who wish to seek employment as a chemist in the public or private sector, intend to work in basic or applied research in chemistry or wish to pursue graduate studies in chemistry or in a closely related field.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with CHM 300.

**Requirements:** Students are required to complete 27 hours of introductory and foundation courses, 19-20 hours of in-depth courses, 6 hours of capstone courses and 20 hours of supporting courses for a total of 72-73 hours.

**Requirements for the major leading to a B.S. in Chemistry are:**

**Introductory and Foundation Courses (27 credit hours)**

CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 305, 305L Analytical Chemistry & Lab  
CHM 308, 308L Physical Chemistry I & Lab  
CHM 320 Inorganic Chemistry  
CHM 401, 401L Biochemistry I & Lab

**In-Depth Courses (19-20 credit hours)**

CHM 304, 304L Organic Chemistry II & Lab  
CHM 307, 307L Instrumental Analysis & Lab  
CHM 309, 309L Physical Chemistry II & Lab

*Plus 2 courses (minimum of 7 credits) from the following*

CHM 350 Biotechnology Techniques  
CHM 406, 406L Environmental Chemistry & Lab  
CHM 430 Topics in Chemistry  
CHM 450 Directed Individual Study  
CHM 490 Chemistry Research or an upper level (3XX or 4XX) biology or environmental science course approved by the department chair



**Capstone (6 credit hours)**

CHM 300 Investigations in Chemistry  
CHM 495 Chemistry Capstone Seminar

**Supporting Courses (20 credit hours)**

BIO 201 Foundations of Cellular and Molecular Biology  
MAT 210 Single Variable Calculus I  
MAT 220 Calculus II with Differential Equations  
PHY 211 University Physics I  
PHY 212 University Physics II

**CHEMISTRY MAJOR (BA)**

The major in Chemistry leading to the Bachelor of Arts degree consists of a group of foundation courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry). This major follow curriculum guidelines recommended by the American Chemical Society (ACS) and is suited for students who wish to pursue careers in secondary education, business, law, communication or various health and medical professions.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with CHM 300.

**Teacher Licensure**

Students majoring in Chemistry (BA) may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

**Requirements:** Students are required to complete 27 hours of introductory and foundation courses, 4 hours of elective course, 6 hours of capstone courses and 16 hours of supporting courses for a total of 53 hours.

**Requirements for the major leading to a B.A. in Chemistry are:****Introductory and Foundation Courses (27 credit hours)**

CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 305, 305L Analytical Chemistry & Lab  
CHM 308, 308L Physical Chemistry I & Lab  
CHM 320 Inorganic Chemistry  
CHM 401, 401L Biochemistry & Lab

**Elective (4 credit hours)**

*Choose 1 course from the following*

CHM 304, 304L Organic Chemistry II & Lab  
CHM 307, 307L Instrumental Analysis  
CHM 309, 309L Physical Chemistry II & Lab  
CHM 350 Biotechnology Techniques  
CHM 406, 406L Environmental Chemistry & Lab  
CHM 430 Topics in Chemistry  
CHM 490 Chemistry Research

**Capstone (6 credit hours)**

CHM 300 Investigations in Chemistry  
CHM 495 Chemistry Capstone Seminar

**Supporting Courses (16 credit hours)**

BIO 201 Foundations of Cellular and Molecular Biology or BIO 202 Foundations of Biodiversity and Ecology  
MAT 210 Single Variable Calculus I  
PHY 201 College Physics I or  
PHY 211 University Physics I  
PHY 202 College Physics II or  
PHY 212 University Physics II

**CONSERVATION BIOLOGY MAJOR**

The major in Conservation Biology leading to the Bachelor of Science degree consists of foundational courses in biological thinking, ecology, and conservation. As conservation is a broad, interdisciplinary field, this major also includes required breadth courses that may aid students in the application of conservation science to fields such as human health, economics, social justice, and communication. A combination of field and laboratory exercises, course-embedded research projects, and internships provides students with technical and practical training. Students will complete required internship credit by choosing from specific options available from regional partners.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with BIO 300.

**Teacher Licensure**

Students majoring in Conservation Biology (BS) may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

**Careers**

Students graduating with this degree will be well prepared for either graduate-level study or for careers in the public or private sector. Students graduating with a B.S. in Conservation Biology find employment with local, state and federal agencies like the EPA, U.S. Fish and Wildlife Service or the U.S. Geological Survey. In the private sector, positions with non-governmental organizations, consulting firms, and environmental education are common.

**Requirements:** Students are required to complete 46-48 hours of foundation courses, and 13-16 hours of breadth courses for a total of 59-64 hours.

**Requirements for the major in Conservation Biology are:****Introductory and Foundation Courses (46-48 credit hours)**

BIO 101 Introduction to Conservation Seminar  
BIO 201 Cellular & Molecular Foundations  
BIO 202 Foundations of Biodiversity and Ecology  
BIO 230 Intro to Geospatial Sciences

BIO 300 Writing for Biologists  
BIO 301 Roundtable  
BIO 303 Genetics  
BIO 320 Ecology  
BIO 345 Conservation Biology  
CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab

*Complete one of the following statistics courses:*

MAT 130 Introductory Statistics  
MAT 131 Intro Statistics for Social Sciences  
MAT 280 Statistical Methods  
QLC \*60 Quantitative Literacy: Statistics

*Complete 1 course from these research-based capstones:*

BIO 401 Advanced Topics in Ecology  
BIO 402 Advanced Cell & Molecular Concepts  
BIO 403 Research Seminar  
*BIO 403 requires pre-requisite of BIO 410 for minimum of 2 hours.*

**Interdisciplinary Breadth Courses (13-16 credit hours)**

*Choose a total of 4 courses from any of the following categories, We strongly encourage students to select at least 2 courses from one category in order to build skill specialization, however courses may be taken from any*

*combination of categories. Additional courses related to conservation may be accepted with departmental approval.*

**Policy:**

BUS 415 Business Ethics  
HLT 200 Introduction to Public Health  
HLT 300 Epidemiology for Health Sciences  
HST 293 Global Environmental History  
POL 330 Environmental Politics  
POL 335 Politics in Developing Countries  
POL 345 International Law and Organization

**Communication:**

ENG 204 Intro to Professional Writing  
ENG 366 Nature Writing  
ENG 367 Promotional Writing  
GDN 111 Digital Photography  
MMS 101 Intro to Multimedia Storytelling  
MMS 210 Intro to Digital Media Production  
MMS 220 News Writing and Reporting

**Data Analytics:**

BIO 350 Quantitative Methods in Conservation  
CDA 250 Comp Programming for Data Analytics  
HST 307 Applied Historical Geography  
MAT 280 Statistical Methods  
PHY 351 Fundamental of Computer Programming

**Environmental Justice:**

ECO 203 Macroeconomics  
PHL 325 Environmental Philosophy  
HST 400 Topics in World History  
SOC 101 Intro to Sociology  
SOC 150 Social problems  
SOC 350 Social Inequity

**TOTAL: 59-64 hours**

**Minors****BIOLOGICAL SCIENCES MINOR**

**Note:** *This minor is not available for Biology majors.*

BIO 201 Cellular & Molecular Foundations  
BIO 202 Biodiversity & Ecology Foundations  
BIO 303 Foundations of Genetics

Plus, one 300 level biology elective course  
**Total: 16 hours**

**HUMAN BIOLOGY MINOR**

**Note:** This minor is not available for Biology majors.

BIO 201 Cellular & Molecular Foundations  
BIO 213 Human Anatomy and Physiology I  
BIO 214 Human Anatomy and Physiology II  
BIO 303 Foundations of Genetics

**Total: 16 hours**

**CHEMISTRY MINOR**

**Note:** This minor is not available to Chemistry or Biochemistry majors.

CHM 111, 111L General Chemistry I & Lab  
CHM 112, 112L General Chemistry II & Lab  
CHM 303, 303L Organic Chemistry I & Lab  
CHM 305, 305L Analytical Chemistry & Lab

Plus 1 other 2xx or greater course in  
Chemistry, Biology or Sustainability Science

**Total: 20 Hours**

**CONSERVATION AND SUSTAINABILITY MINOR**

**Note:** This minor is not open to conservation biology majors.

The conservation and sustainability minor provides students with an opportunity to investigate the complex world of conservation and sustainability through an introduction to the science of conservation, the use of data to evaluate issues in conservation, and courses that provide a broad exposure to other fields involved in environmental work. One course in each category must be completed for the minor.

**Category 1:** Choose one of the following courses. These science courses provide an introduction to ecology, scientific literacy, and scientific thinking-capacities that are important to engaging with conservation and sustainability work in the world.

BIO 202 or QLC 140 or 240 (with a sustainability-focus, must be approved)

**Category 2:** Choose one of the following courses. These courses introduce the underpinnings of conservation and sustainability work and its impacts. Courses not completed in this category may be completed in Category 2 or Category 3\*\*

HST 293 Global Environmental History  
PHL 325 Environmental Philosophy  
POL 330 Environmental Politics

**Category 3:** Choose one of the following courses. This category represents courses that emphasize the applied nature of work in conservation and sustainability.

BIO 230 Intro to Geospatial Sciences  
BIO 350 Quantitative Methods in Conservation  
BUS 210 Business Analytics  
CDA 250 Comp Programming for Data Analytics  
HST 293 Global Environmental\*\*  
HST 307 Applied Historical Geography  
MAT 280 Statistical Methods  
PHL 325 Environmental Philosophy\*\*  
PHY 351 Fundamental of Computer Programming  
POL 330 Environmental Politics\*\*

**Category 4:** These courses allow students to focus on the skills and content that are most relevant to their own goals, with an emphasis on topics related to communication and topics that intersect with issues of conservation and sustainability.

BUS 360 Business law: Current issues  
COM 101 Intro to Communication Studies  
ECO 203 Macroeconomics  
ENG 204 Intro to Professional Writing  
ENG 366 Nature Writing  
ENG 367 Promotional Writing  
GDN 111 Digital Photography  
HLT 200 Introduction to Public Health  
HLT 300 Epidemiology for Health Sciences  
HST 293 Global Environmental History\*\*  
MMS 101 Intro to Multimedia Storytelling  
MMS 220 News Writing and Reporting  
PHL 325 Environmental Philosophy\*\*  
POL 330 Environmental Politics\*\*  
POL 335 Politics in Developing Countries  
POL 345 International Law and Organization  
SOC 101 Intro to Sociology  
SOC 150 Social problems  
SOC 350 Social Inequity

**Category 5:** In order to help create a coherent understanding of their experience in this minor, students must also complete a culminating experience describing what they have learned through their course work in this minor and how they address an issue in conservation or sustainability. This work will be built throughout their time in the minor and needs to be represented in a dedicated Portfolium pathway and culminating reflection assignment. In order for this requirement to be met, students will enroll in a zero-credit hour pass/fail course that acknowledges the completion of this culmination point.

BIO 415 Conservation and Sustainability Minor  
Culminating Experience  
**Total credit hours 15-16**

## ENGLISH AND CREATIVE WRITING DEPARTMENT

The Department of English and Creative Writing offers three majors leading to the Bachelor of Arts degree: in Literary Studies, Creative Writing, and Professional Writing and Rhetoric.

With common requirements across majors in the department, all of the programs within English are also specifically designed to allow students in Literary Studies, in Creative Writing, and in Professional Writing and Rhetoric to deepen their studies and to expand their opportunities by double-majoring (see below for details on double-majors) or by adding a minor in another area.

Because the abilities to read critically, synthesize information, and write well are valued skills in many professions, Literary Studies, Creative Writing, and Professional Writing and Rhetoric prepare students for a broad range of careers, including professional writing, secondary education, law, and arts administration. Students can also go on to graduate study in Literature, Creative Writing, or Rhetoric and Composition, as well as careers in the academic world.

The English Department also houses the university's nationally ranked Low-Residency MFA Program in Creative Writing. Through the MFA program, undergraduate students regularly have opportunities to attend readings and presentations by award-winning and acclaimed authors—including recipients of the National Book Critics Circle Award and nominees for the Pulitzer Prize and the National Book Award—and by literary professionals, including literary agents and editors from *Tin House*; *The Gettysburg Review*; *The New Yorker*; Farrar, Straus, and Giroux; Riverhead Books; and other magazines and presses.

In addition, the department sponsors other readings with visiting writers and with Queens faculty and students. Creative Writing and Literary Studies students also edit and staff the university literary magazine, *Signet*, and are eligible for membership in Sigma Tau Delta, the international English honor society.

### Double Majors

Students double-majoring in some combination of Literary Studies, Creative Writing, and Professional Writing and Rhetoric, four courses in

common will count towards completion of the requirements for both majors. Typically, these courses will include ENG 100 Practices in Critical Reading and one or more of our survey courses (ENG 210, 220, or 230). Students who double-major must complete a total of 68 credit hours (or 18 courses) across both majors.

### Creative Writing Major

Creative Writing focuses on the various ways that human beings try to understand their lives and the world through the writing of stories, poems, essays, plays, and novels. In Creative Writing, students advance through a sequence of workshops and seminars, as they explore different genres and develop their own individual voices as writers; the Creative Writing major culminates with a capstone project, developed over the course of two semesters in Capstone Workshops in Poetry and Prose, in which students must complete a senior portfolio and give a public reading from their work.

### Degree

The Creative Writing major leads to the Bachelor of Arts degree.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ENG 206.

### Requirements

Students are required to complete 48 hours in the major.

The requirements for the Creative Writing Major are as follows:

ENG 100 Practices in Critical Reading  
ENG 206 Introduction to Creative Writing  
ENG 307 Writing of Creative Nonfiction  
ENG 308 Writing of Poetry  
ENG 310 Writing of Fiction  
ENG 311 Seminar in Creative Writing  
ENG 444 Capstone Workshop in Poetry  
ENG 447 Capstone Workshop in Prose

*Plus, two of the following:*

ENG 210 Survey of British Literature I  
ENG 220 Survey of British Literature II  
ENG 225 Survey of American Literature I  
ENG 230 Survey of American Literature II

*Students will also take two additional courses from different categories to complete the Creative*



*Writing major. Students may also elect to take ENG 205 Introduction to Literary Studies or ENG 460 Critical Writing Seminar to fulfill this requirement.*

**Authors and Movements:**

ENG 306 Studies in Selected Authors  
ENG 309 Medieval and Renaissance Literary Studies  
ENG 313 Shakespeare Studies  
ENG 326 Studies in Literary Movements  
ENG 329 All That is Solid Melts into Air: The Modernist Revolutions

**Cultures and Contexts:**

ENG 300 Topics in Global Literature  
ENG 325 Studies in Literary Genres  
ENG 327 The Nineteenth Century Novel  
ENG 332 African American Literature  
ENG 334 Jewish Literature  
ENG 336 Disability Literature  
ENG 340 Topics in Literature and History  
ENG 350 Global Women's Writing: Literature, Politics, & the British Empire

**Form and Theory:**

ENG 311 Seminar in Creative Writing  
ENG 335 Topics in Gender Studies and Sexuality Studies  
ENG 351 Topics in Cultural Studies

**Writing Practices and Professions:**

ENG 204 Introduction to Professional Writing and Rhetoric  
ENG 207 Practicum in Composition Theory  
ENG 319 Literary Publishing/Editing: Signet

## Literary Studies Major

Literary Studies focuses on the various ways that human beings try to understand their lives and the world through the writing of stories, poems, essays, plays, and novels. In the Literary Studies major, students survey the historical development of literature, study different forms and genres, and explore ideas from critical theory and cultural studies.

### Degree

The Literary Studies major leads to the Bachelor of Arts degree.

### Teacher Licensure

A student who majors in Literary Studies may obtain a teaching license at the secondary level within the baccalaureate program. See the *Cato*

*School of Education for more information.*

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ENG 205.

### Requirements

Students are required to complete 48 hours in the major.

The requirements for the Literary Studies major are as follows:

ENG 100 Practices in Critical Reading  
ENG 205 Introduction to Literary Studies  
ENG 460 Critical Writing Seminar

*Plus, two of the following:*

ENG 210 Survey of British Literature I  
ENG 220 Survey of British Literature II  
ENG 225 Survey of American Literature I  
ENG 230 Survey of American Literature II

*Students will also take seven additional courses to complete the Literary Studies major, with at least one course from each of the following categories and at least five courses at the 300 level.*

**Authors and Movements:**

ENG 306 Studies in Selected Authors  
ENG 309 Medieval and Renaissance Literature  
ENG 313 Shakespeare Studies  
ENG 326 Studies in Literary Movements  
ENG 329 All That is Solid Melts into Air: The Modernist Revolutions

**Cultures and Contexts:**

ENG 300 Topics in Global Literature  
ENG 325 Studies in Literary Genres  
ENG 327 The nineteenth Century Novel  
ENG 332 African American Literature  
ENG 334 Jewish Literature  
ENG 336 Disability Literature  
ENG 340 Topics in Literature and History  
ENG 350 Global Women's Writing: Literature, Politics, and the British Empire

**Form and Theory:**

ENG 311 Seminar in Creative Writing  
ENG 335 Topics in Gender and Sexuality Studies  
ENG 351 Topics in Popular Culture

**Writing Practices and Professions:**

ENG 204 Introduction to Professional Writing and Rhetoric  
ENG 207 Practicum in Composition Theory



ENG 319 Literary Publishing/Editing: Signet

### Professional Writing and Rhetoric Major

The major in Professional Writing and Rhetoric focuses on developing the knowledge of multi-literacies needed to communicate to diverse audiences in multiple contexts. This degree fosters habits of mind to meet challenges that require critical thinking abilities and rhetorical agility. As part of the focus on rhetorical agility, the Professional Writing and Rhetoric major includes courses in literature and creative writing in order to offer students opportunities to study the ways that literary texts embody complex formal and thematic structures and in order to foster creativity, aesthetic appreciation, and the development of distinctive voices.

Adding a Professional Writing and Rhetoric major or minor to a course of study provides students opportunities to enhance any major at Queens, as students will develop an ability to discern and enact the power of writing that exists in nearly all professions, as well as in our civic and community lives.

### Degree

The Professional Writing and Rhetoric major leads to the Bachelor of Arts degree.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ENG 204.

### Requirements

Students are required to complete 48 hours in the major.

The requirements for Professional Writing and Rhetoric are as follows:

### Foundation Courses

ENG 100 Practices in Critical Reading  
ENG 204 Introduction to Professional Writing and Rhetoric  
ENG 206 Introduction to Creative Writing OR  
ENG 205 Introduction to Literary Studies  
ENG 207 Practicum in Composition Theory  
ENG 360 History of Rhetoric  
ENG 450 Professional Writing Capstone

**Plus, complete five courses from the following categories:**

Theory and Cultural Writing and Rhetoric's:

ENG 361: Rhetoric from the Margins  
ENG 362: Rhetoric of Public Memory  
ENG 363: Material Rhetoric's  
ENG 364: Visual Rhetoric's

Applications of Civil, Professional, and Digital Writing and Rhetoric:

ENG 319 Signet  
ENG 365: Rhetoric of Social Movements and Change  
ENG 366: Writing Nature  
ENG 367: Promotional Writing  
ENG 368: Rhetoric and Ethics

**Plus, complete one additional ENG course at the 300 or 400-level.**

### Minors

#### CREATIVE WRITING MINOR

ENG 206 Introduction to Creative Writing

*Plus, two of the following courses:*

ENG 307 Writing of Creative Nonfiction  
ENG 308 Writing of Poetry  
ENG 310 Writing of Fiction

*Plus, one of the following courses:*

ENG 444 Capstone Workshop in Poetry  
ENG 447 Capstone Workshop in Prose

**Total: 16 Hrs.**

#### LITERARY STUDIES MINOR

ENG 205 Introduction to Literary Studies

*Plus, two of the following:*

ENG 210 Survey of British Literature I  
ENG 220 Survey of British Literature II  
ENG 225 Survey of American Literature I  
ENG 230 Survey of American Literature II

*Plus, one additional course in Literature. This course must be at the 300-400 level*

**Total: 16 Hrs.**

#### PROFESSIONAL WRITING AND RHETORIC MINOR

ENG 204 Introduction to Professional Writing  
ENG 207 Practicum in Composition Theory

*Plus, two courses from the following (8 credits)*

ENG 360 History of Rhetoric  
ENG 361 Rhetoric from the Margins

ENG 362 Rhetoric of Public Memory  
 ENG 363 Material Rhetoric  
 ENG 364 Visual Rhetoric  
 ENG 365 Rhetoric of Social Movements  
 and Change  
 ENG 366 Writing Nature  
 ENG 367 Promotional Writing  
 ENG 368 Rhetoric and Ethics  
 ENG 450 Professional Writing Capstone

**Total: 16 hrs.**

*Plus, two literature courses, at least one of which must be 300 level or above.*

**Total: 24 hrs.**

*\*Students who have experience in creative writing beyond the introductory level may, with the permission of the Department, substitute ENG 311 Seminar in Creative Writing for ENG 206.*

## **Certificate Program**

### **Certificate in Creative Writing**

The Department of English also offers a certificate in Creative Writing for non-degree-seeking candidates who want to develop knowledge and skills in one or more of the creative writing genres: fiction, poetry, and creative nonfiction.

### **Admission to the Certificate Program**

Individuals interested in obtaining a Certificate in Creative Writing should contact the Undergraduate Admissions Office.

### **Admission Requirements**

To be considered for admission as a non-degree student in the certificate program, an applicant must:

1. Hold a bachelor's degree from an accredited institution or meet the requirements for admission to a Queens undergraduate program.
2. Submit a completed application form, including the application fee.
3. Submit official transcript(s) of all post-secondary academic course work.

### **Certificate Requirements**

To obtain the certificate, a student must complete the six courses with no grade below C. All courses for the certificate must be taken at Queens University of Charlotte.

ENG 206 Introduction to Creative Writing\*

*Plus, two of the following courses:*

ENG 307 Writing of Creative Nonfiction  
 ENG 308 Writing of Poetry  
 ENG 310 Writing of Fiction

*Plus, one of the following courses:*

ENG 444 Capstone Workshop in Poetry  
 ENG 447 Capstone Workshop in Prose

## HISTORY DEPARTMENT

The history department offers a learning environment that features innovative courses, an award-winning faculty, a low student-faculty ratio and a caring, close-knit community of scholars. During their academic career, history students explore a multitude of human pasts. If your imagination is hearty and your sense of curiosity is strong, you can debate with the American founders, reign over a great empire with Queen Elizabeth, ride through the American West with Jesse James, fight alongside Napoleon, march with Cortés through Mexico, and witness the turmoil of war in the twentieth century.

Above all, you can begin to comprehend the many ways in which the present has been inescapably shaped by the past. Through the study of history, students develop, refine and master the skills required to succeed in an ever-changing world.

Students learn to read critically and write and communicate clearly, two skills demanded by employers in every field. Students are encouraged to think independently but are required to support their claims with evidence. By their senior year, students have acquired a deeper understanding of the forces that influence individuals and why diverse peoples different from themselves organized their lives in unfamiliar ways.

## History Major

### Degree

The major in History leads to a Bachelor of Arts degree.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with HST 300.

### Teacher licensure

Students majoring in History may earn licensure to teach History or Social Studies on the secondary\_ level (grades 9-12). See the [Cato School of Education](#) for more information.

### Internships

History students have access to a variety of exciting internship opportunities, both in the Charlotte area and further afield. Our history students have worked at historic sites, non-profits, museums, political offices, and many other rewarding internship opportunities.

### Careers

A major in History is an excellent general foundation for many occupations, professional careers and graduate study. Our graduates have found employment in the business world as communication and human resource specialists; in banking and finance as accountants, sales representatives, marketing analysts and researchers; in logistics as operations specialists, managers and researchers; in public service as lawyers, policy analysts and foreign service agents; in education as teachers both domestically and abroad; in publishing as editors and acquisitions specialists; and as researchers and librarians in museums, libraries and archives.

### Requirements

Students are required to complete 44 hours in the major.

### Requirements for the major in History are:

HST 300 Research Methods  
HST 495 Masterworks

#### *Complete one of the following:*

HST 101 Global History to 1500  
HST 102 Global History since 1500

#### *Plus, complete one of the following:*

HST 120 Colonial North America  
HST 121 The New American Nation  
HST 122 Modern America

#### *Plus, complete one of the following:*

HST 140 Modern Europe  
HST 160 Latin American History  
HST 180 East Asian History since 1400

#### *Plus, complete one of the following: ^*

HST 282 Race and Gender in Southern History  
HST 285 Prohibition America  
HST 286 Cowboys, Indians, and Aliens  
HST 287 Concentration Camps, USA  
HST 289 Seminar in American History

#### *Plus, complete one of the following: ^*

HST 291 Seminar in World History  
HST 293 Global Environmental History  
HST 297 Slavery in the Atlantic World  
HST 298 Bones of a Nation

#### *Plus, complete at least four of the following:*

HST 307 Applied Historical Geography  
HST 308 Gaming the Past  
HST 320 American Revolution  
HST 322 Inventing American Capitalism  
HST 324 Slavery & Empire in America

HST 326 Civil War America  
 HST 328 Immigration & the Making of America  
 HST 330 Urban America  
 HST 332 Civil Rights in America  
 HST 334 Cold War America  
 HST 340 French Revolution & Napoleon  
 HST 345 Dragons & Dungeons  
 HST 350 Russian Revolutions  
 HST 355 Nazi Germany  
 HST 360 Invasion of the Americas  
 HST 364 Roots of the Mexican Nation  
 HST 366 Native Americas  
 HST 380 Youth Revolution and China  
 HST 400 Topics in World History  
 HST 401 Topics in American History  
 HST 449 Directed Readings  
 HST 450 Independent Study

**TOTAL: 44 Hours**

\*Students are required to complete at least one course in each of the following areas: Global (101 or 102), North America (120-122, 320-339), Europe (140,340-359), Latin America (160, 360-379) and East Asia (180, 380-399)

<sup>^</sup>Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 280-289 or HST 290-299 course requirement.

**Minors****BLACK STUDIES MINOR**

POL 235 African Politics

Complete one of the following:  
 HST 120 Colonial North America  
 HST 121 Early American Nation  
 HST 122 Modern America

Plus, complete three courses from the following list, with at least two of which are from different disciplines:

ENG 326 Studies in Literary Movements (Poetry and Protest)  
 ENG 361 Rhetoric from the Margins  
 ENG 365 Rhetoric of Social Movements and Change  
 HST 282 Race and Gender in Southern History  
 HST 297 Slavery in the Atlantic World  
 HST 324 Slavery and Empire in America  
 HST 332 Civil Rights in America  
 POL 215 Ethnic, Minority, and Gender Politics  
 SOC 340 Race and Ethnicity  
 QLC 200-300 Queens Learning Community\*\*

**\*\*Must be taken from a learning community with a focus on Black Studies and with departmental approval.**

**Total: 20 Hours****EAST ASIAN STUDIES MINOR**

HST 180 East Asian History since 1400  
 POL 380 Adv Topics in Political Science:  
 China Rising

*Language proficiency in an Asian language (completed through introductory courses) or residential international travel to an Asian-speaking country approved by the chair in consultation with the faculty whose courses serve the minor.*

*Plus, complete three courses (at least two of which are from different disciplines) from the following:*

HST 291 Seminar in World History\*<sup>^</sup>  
 HST 380 Youth Revolution in China  
 HST 400 Topics in World History\*  
 PHL 365 Seminar in Great Philosophical Ideas\*  
 POL 280 Intermediate Topics: Political Science\*  
 POL 380 Advanced Topics: Political Science\*\*

*\*Must have an Asian focus and be approved by department chair.*

**\*\*Must be a different Asia-focused course topic outside of the required China Rising.**

<sup>^</sup>Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 291 (Asian focus).

**Total: 20 Hours (not including language)****HISTORY MINOR**

HST 300 Research Methods

*Complete one of the following:*

HST 101 Global History to 1500  
 HST 102 Global History since 1500  
 HST 120 Colonial North America  
 HST 121 The New American Nation  
 HST 122 Modern America  
 HST 140 Modern Europe  
 HST 160 Latin American History  
 HST 180 East Asian History since 1400

*Plus, complete any three of the following courses: <sup>^</sup>*

HST 282 Race and Gender in Southern History  
 HST 285 Prohibition America  
 HST 286 Cowboys, Indians, and Aliens  
 HST 287 Concentration Camps, USA  
 HST 289 Seminar in American History  
 HST 291 Seminar in World History  
 HST 293 Global Environmental History  
 HST 297 Slavery in the Atlantic World  
 HST 298 Bones of a Nation  
 HST 308 Gaming the Past  
 HST 307 Applied Historical Geography  
 HST 320 American Revolution

HST 322 Inventing American Capitalism  
 HST 324 Slavery & Empire in America  
 HST 326 Civil War America  
 HST 328 Immigration & the Making of America  
 HST 330 Urban America  
 HST 332 Civil Rights in America  
 HST 334 Cold War America  
 HST 340 French Revolution & Napoleon  
 HST 345 Dragons & Dungeons  
 HST 350 Russian Revolutions  
 HST 355 Nazi Germany  
 HST 360 Invasion of the Americas  
 HST 364 Roots of the Mexican Nation  
 HST 366 Native Americas  
 HST 380 Youth Revolution and China  
 HST 400 Topics in World History  
 HST 401 Topics in American History  
 HST 449 Directed Readings  
 HST 450 Independent Study

*^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for this category.*

**Total: 20 Hours**

#### **LATIN AMERICAN & LATINO STUDIES MINOR**

HST 160 Latin American History  
 POL 230 Latin American Politics

*Language proficiency in the Spanish language (two courses at intermediate level or one course at the advanced level) is also required for the minor.*

*Residential international travel to a Spanish-speaking country may be used to meet this requirement, if approved by the chair in consultation with faculty whose courses serve the minor.*

*Complete two courses in two different disciplines from the following:*

HST 291 Seminar in World History\*<sup>^</sup>  
 HST 293 Global Environmental History  
 HST 297 Slavery in the Atlantic World  
 HST 298 Bones of a Nation  
 HST 360 Invasion of the Americas  
 HST 364 Roots of the Mexican Nation  
 HST 400 Topics in World History\*  
 IDS 300 Guatemala: Land of Contrasts  
 INS 303 Topics in International Studies\*  
 LNG 370 Topics in Foreign Language\*  
 POL 280 Intermediate Topics in Political Science\*  
 POL 320 Politics of Immigration in the U.S  
 POL 321 U.S.-Latin American Relations  
 POL 322 Topics in Model UN\*  
 POL 380 Advanced Topics in Political Science\*  
 SOC 340 Racial & Ethnic Minorities  
 SPN 350 Span-American Civ. & Cultures

SPN 360 A Taste of Literature  
 SPN 370 Topics in Hispanic Studies\*  
 SPN 430 Latino Literature  
 SPN 440 Span American Narrative

*\* Must have a Latin American and Latino Studies emphasis and be approved by department chair.*

*^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 291 (Latin American/Latino Focus).*

**Total: 16 Hours (not including language)**

#### **SOCIAL JUSTICE MINOR**

HST 332 Civil Rights in America  
 POL 215 Ethnic, Minority, and Gender Politics

*Plus, complete three of the following courses from at least two disciplines. Two of these courses must be at or above the 300-level.*

ENG 326 Studies in Literary Studies: Poetry and Protest  
 ENG 365 Rhetoric of Social Movements and Change  
 ENG 361 Rhetoric from the Margins  
 HST 121 New American Nation or  
     HST 122 Modern America  
 HST 282 Race and Gender in Southern History  
 HST 298 Bones of a Nation  
 HST 360 Invasions of the Americas  
 HST 400 Topics in World History\* or  
 HST 401 Topics in American History\*  
 POL 100 US Government  
 POL 311 Constitutional Law: Civil Rights and Liberties  
 POL 380 Advanced Topics: Human Rights  
 REL 110 Religion in a Global Context  
 REL 365 Seminar in Religion, Ethics, and Society  
 SOC 150 Social Problems  
 SOC 315 Gender and Society  
 SOC 340 Race and Ethnicity  
 SOC 350 Social Inequality

*\*Must have Social Justice theme and be approved by department chair.*

**Total: 20 Hours**



## MATHEMATICS & PHYSICS DEPARTMENT

The Department of Mathematics & Physics offers a variety of programs to help prepare students for a wide assortment of careers as well as for graduate studies. Each program is crafted to give students the proper balance of theoretical knowledge and concrete application required for future endeavors. The programs are further enhanced by the Queens liberal arts program and internship experience, arming the student with the tools needed for success.

### MATHEMATICS MAJOR

#### Major Information:

The mathematics program is designed to provide students with a solid foundation in mathematics, broad exposure to the various fields within the discipline, and various opportunities to connect mathematics to other areas of study, real-world applications, and current research in the mathematical sciences. The program includes a significant number of elective opportunities for each individual student to study areas of particular interest. The program culminates in a faculty-mentored research experience in the discipline.

#### Degree

A major in Mathematics leads to the Bachelor of Arts degree.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with MAT 310.

#### Teacher licensure

Students majoring in Mathematics may prepare for licensure to teach on the secondary level (grades 9-12). See the Cato School of Education for more information.

#### Careers

The Department offers courses which reflect the general nature of Mathematics. The student majoring in Mathematics can choose a program which provides preparation for teaching at the secondary school level, continuing the study of Mathematics in graduate school, or pursuing the many opportunities in interdisciplinary areas such as Sociology, Psychology and Biology. In addition, a rigorous training in Mathematics or applied Mathematics is excellent intellectual training for a wide variety of careers.

### Requirements

Students are required to complete at least 40 hours in the major.

#### The Requirements for the Mathematics major are:

MAT 150 Mathematical Explorations  
MAT 210 Single Variable Calculus I  
MAT 220 Calculus II with Diff. Equations  
MAT 230 Multi-variable Calculus  
MAT 280 Statistical Methods  
MAT 310 Linear Algebra and Programming  
MAT 491 Research Seminar  
MAT 492 Mathematical Research

Plus 12 hours of electives from the MAT offerings at the 300-level or higher.

### ENGINEERING PHYSICS MAJOR

#### Major Information:

The Engineering Physics major is built around a scientifically diverse, pragmatic, and well-rounded coursework that results in tangible output for Queens and the broader community. Students will take courses offered by the Department of Mathematics and Physics, Chemistry, and Biology to learn the foundational principles and experimental practice specific to the discipline of engineering physics. Students will engage in multidisciplinary and engineering-based projects with faculty from the different departments. Students will develop a robust project portfolio, scientific literacy, and expertise in cutting-edge technologies (machine vision, machine learning, 3D printing, laser cutting, CAD design, etc.)

#### Degree

A major in Engineering Physics leads to the Bachelor of Science degree

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with PHY 300.

#### Internships

Queens University engineering physics students pursue a variety of exciting internship opportunities with organizations such as local tech start-ups, electronics companies, non-profits, and product development firms. The Engineering Physics program is designed to help students develop

diversified skills in science and technology through real world and hands-on experience. Queens University engineering physics faculty work closely with each student to tailor internships to students' interests and career aspirations. The Engineering Physics faculty encourages students to participate in various internships during their academic studies to access current technologies in the workplace and to become well-rounded assets to future employers.

### Careers

Students completing the Engineering Physics major program will be trained in critical thinking, data analysis, creativity, and problem solving, enabling them to use and understand technology in different settings. The Engineering Physics major is an interdisciplinary program designed to prepare students for a variety of paths after graduation, preparing them for careers in engineering firms, industry, national research laboratories, universities, tech companies, as well as for scientific entrepreneurship. Further, students will be prepared to enter medical school, graduate programs in physics, engineering or related disciplines.

## Requirements

### The requirements for the B.S. in Engineering Physics are (76 hours total):

#### Engineering Physics:

PHY 211 University Physics I (with lab)  
PHY 212 University Physics II (with lab)  
PHY 232 Electronics and Physical Computing  
PHY 241L Physical Design and Prototyping  
PHY 300 Investigations in Physics  
PHY 311 Foundations of Modern Physics (with lab)  
PHY 331 Introduction to Quantum Mechanics  
PHY 331L Intro to Quantum Mechanics Lab  
PHY 351 Fundamentals of Computer Programming  
PHY 360 Bio photonics  
PHY 451 Advanced Computer Programming  
PHY 465 Signal and Image Processing  
PHY 491 Research Seminar  
PHY 492 Physics Research

#### Supporting courses:

BIO 201 Cellular and Molecular Foundations  
BIO 303 Foundations of Genetics  
CHM 111 General Chemistry I  
CHM 111L General Chemistry I Lab  
CHM 112 General Chemistry II  
CHM 112L General Chemistry II Lab  
CHM 303 Organic Chemistry I

CHM 303L Organic Chemistry I Lab  
CHM 304 Organic Chemistry II  
CHM 304 L Organic Chemistry II Lab  
MAT 130 Introduction to Statistics\*  
MAT 210 Single Variable Calculus I  
MAT 220 Calculus II with Differential Equations  
*\*MAT 131 may be substituted for this requirement.*

## PHYSICS MAJOR

### Major Information:

Physics is a science rooted in logic, reasoning, and calculation. The physics program at Queens is designed to provide students with a solid foundation in physics and the scientific method. It incorporates research themes throughout the curriculum and culminates with a faculty-mentored research project. It includes room for significant elective opportunities so students can individualize their curriculum based on personal interests. The program prepares students for careers in traditional STEM professions, and with suitable electives can be used to enter fields as diverse as teaching, medicine, health, and law. Majors graduate with a Bachelor of Arts in Physics.

### Degree

A major in Physics leads to the Bachelor of Arts degree

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with PHY 300.

### Teacher licensure

Students majoring in Physics may prepare for licensure to teach on the secondary level (grades 9-12). See the Cato School of Education for more information.

### Internships

Queens University physics students pursue a variety of exciting internship opportunities with organizations such as local tech start-ups, electronics companies, museums, non-profits, and product development firms. Our goals are to help you develop diversified skills in science and technology through real world, hands-on experience, and to discover what may interest you as a future career. Queens University physics faculty work closely with each student to tailor internships to students' interests and career aspirations. The physics department encourages students to participate in various internships during their academic studies to access current technologies in the workplace and to become well-rounded assets to future employers.

**Careers**

The major provides a foundation in physics that can be used to prepare for a variety of careers. Students completing the program will be trained in critical thinking, analysis, creativity, and problem solving, enabling them to use and understand technology in different settings. After graduation students frequently teach, enter a pre-professional program, work in a laboratory or research setting, continue to graduate school in physics or physics-related areas, or work in the private sector in areas such as computer software and hardware, technical writing, manufacturing, and finance. Students graduating in physics have a solid and versatile scientific background that helps them stand out when applying to medical school or other professional programs.

**Requirements****The requirements for the B.A. in Physics are**Physics (29 hours):

PHY 211 University Physics I (with lab)  
 PHY 212 University Physics II (with lab)  
 PHY 232 Electronics and Physical Computing  
 PHY 300 Investigations in Physics  
 PHY 311 Foundations of Modern Physics (with lab)  
 PHY 331 Introduction to Quantum Mechanics  
 PHY 331L Intro to Quantum Mechanics Lab  
 PHY 351 Fundamentals of Computer Programming  
 PHY 491 Research Seminar  
 PHY 492 Physics Research

Supporting courses (8 hours):

MAT 210 Single Variable Calculus I  
 MAT 220 Calculus II with Differential Equations

**Total: 37 Hours****Minors****ACTUARIAL SCIENCE MINOR**

This minor is designed to introduce students to the mathematics needed for entry into the field of actuarial studies.

MAT 150 Mathematical Explorations  
 MAT 210 Single Variable Calculus I  
 MAT 220 Calculus II with Diff. Equations  
 MAT 230 Multivariable Calculus  
 MAT 280 Statistical Methods  
 MAT 380 Mathematical Probability

Although not required for the Actuarial Science minor, it is recommended that students also take the following:

ACC 207 Financial Accounting  
 ECO 203 Macroeconomics  
 ECO 204 Microeconomics  
 MAT 310 Linear Algebra and Programming

**Total: 24 Hours****MATHEMATICS MINOR**

A minor in mathematics is recommended for those students who wish to distinguish themselves to future employers by demonstrating quantitative abilities, critical thinking skills, and the ability to solve problems. The minor includes the ability to choose some elective courses of interest to the individual student.

MAT 210 Single Variable Calculus I

Plus at least 12 hours of MAT credit at or above the 150 level.

**Total: 16 Hours****PHYSICS MINOR**

A minor in physics is recommended for those students who wish to distinguish themselves as versed in physics. Completion of the minor demonstrates an understanding and application of classical and modern physics.

**Requirements for the Physics Minor:**

PHY 211 University Physics I (with lab)  
 PHY 212 University Physics II (with lab)

*Plus, complete 8 credit hours from the following:*

PHY 232 Electronics and Physical Computing  
 PHY 241L Physical Design and Prototyping  
 PHY 250 Topics in Physics  
 PHY 311 Foundations of Modern Physics  
 PHY 331 Introduction to Quantum Mechanics  
 PHY 331L Introduction to Quantum Mechanics Lab  
 PHY 350 Advanced Topics in Physics  
 PHY 351 Fundamentals of Computer Programming  
 PHY 360 Bio photonics  
 PHY 375 Teaching Assistant in Physics  
 PHY 451 Advanced Computer Programming  
 PHY 465 Signal and Image Processing  
 PHY 491 Research Seminar

**Total: 16 hours**

## PHILOSOPHY and RELIGION DEPARTMENT

The study of philosophy and religion engages students in a rich, comprehensive, and critical investigation of a range of religious and philosophical perspectives. The combined major builds critical thinking and communication skills that are vital both to the workplace and to civil society. A broad inquiry into patterns of thought, meaning-making, and worldviews both sharpens and deepens students' ability to bring both mind and heart to a range of careers and courses of graduate study--from law to public policy to religious vocational training. Our students graduate poised to participate thoughtfully, actively, and constructively in their local, national, and global communities.

The Department offers a major in Philosophy and Religion. In addition, students may choose from two disciplinary as well as five interdisciplinary minors. The disciplinary minors are Philosophy and Interfaith Studies; the interdisciplinary minors are Ethics, Jewish Studies, Peace Studies, and Pre-Ministry.

### Internships

Students pursuing a major in philosophy and religion find a wide variety of internships related to their major and potential vocations. Placements have included internships in schools, community- and faith-based organizations, law offices and other private sector settings, and academic research.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with REL 365 or PHL 365.

### Careers

With close attention given to critical thinking, communication, ethical living, and problem-solving, students acquire a depth of thought that is invaluable for a wide variety of careers, including law, journalism, religious and civic service, teaching, and business. The major also prepares students well for graduate work in philosophy and religious studies, as well as law school and seminary or divinity school.

## PHILOSOPHY and RELIGION MAJOR

Required core courses (20.0 credit hours):

PHL 110 Intro to Philosophy or  
PHL120 Philosophy through Film  
REL 110 Religions in a Global Context  
PHL 210 Critical Thinking and Logic  
REL 210 Basics in Biblical Studies  
PHL/REL 400 Capstone in Philosophy or Religion

Choose four courses from the following (16.0 credit hours):

PHL 310 Biomedical Ethics  
PHL 325 Environmental Philosophy  
PHL/REL 340 Philosophy of Religion  
PHL 365 Seminar in Great Philosophical Ideas  
REL 315 Seminar in Sacred Texts and Traditions  
REL 365 Seminar in Religion, Ethics, and Society

**Total: 36.0 credit hours**

*Note: Up to 8.0 credit hours may be replaced by one QLC (120 or 220) or approved IDS course taught by a member of the Philosophy and Religion faculty. Substitutions will apply to the 100- and 200-level requirements.*

## MINORS

### ETHICS MINOR:

PHL 310 Biomedical Ethics  
PHL 325 Environmental Philosophy

Complete two of the following:

BUS 415 Business Ethics  
MMS 364 Media Law and Ethics  
KIN 340 Sport Policy and Ethics  
PHL 315 Ethics Practicum  
REL 365 Seminar in Religion, Ethics, and Society

**TOTAL: 15-16 hours**

### INTERFAITH STUDIES MINOR:

REL 110 Religion in a Global Context  
REL 210 Basics in Biblical Studies

Plus, two additional 300-level religion courses (8.0 credit hours), or one additional 300-level religion course and one 300-level philosophy course. May substitute QLC 320 or an approved IDS 300-level taught by a Philosophy and Religion faculty member, or a course from another department that engages worldview difference (with chair approval).

**TOTAL: 16 hours**

**JEWISH STUDIES MINOR:**

Complete four of the following:

ENG 251 Topics in Cultural Studies (when taught with a theme fitting Jewish Studies)

ENG 334 Jewish Literature

HST 300 Research Methods

HST 328 Immigration & the Making of America

HST 355 Nazi Germany

REL 210 Basics in Biblical Studies

REL 365 Seminar in Ethics, Religion, and Society  
(when taught with a theme fitting Jewish Studies)

**TOTAL: 16 hours**

**PEACE STUDIES AND CONFLICT RESOLUTION MINOR:**

REL 110 Religions in a Global Context

Complete three of the following:

COM 327 Intercultural Communication

POL 215 Ethnic, Gender, and Minority Politics

POL 340 Global Conflict

PSY 250 Social Psychology

PSY 351 Forgiveness: Theory, Research and Practice

REL 210 Basics in Biblical Studies

REL 365 Seminar in Ethics, Religion, and Society  
(when taught with a theme fitting Peace Studies)

SOC 150 Social Problems

SOC 350 Social Inequality

**TOTAL: 16 hours**

**PHILOSOPHY MINOR:**

PHL 110 Introduction to Philosophy or

PHL 120 Philosophy Through Film

PHL 210 Introductory Logic

Plus, two additional 300-level philosophy courses (8 credit hours), or one additional 300-level philosophy course and one 300-level religion course. May substitute QLC 320 or an approved IDS 300-level taught by a Philosophy and Religion faculty member, or a course from another department that engages worldview difference (with chair approval).

**TOTAL: 16 hours**

**PRE-MINISTRY MINOR:**

REL 110 Religion in a Global Context

REL 210 Basics in Biblical Studies

Plus, one 300-level REL course

Plus, choose one from:

MGT 333 Principles of Management

COM 100 Public Speaking

COM 101 Intro to Communication Studies.

COM 306 Integrated Strategic Communication

PSY 360 Introduction to Counseling

SOC 101 Introduction to Sociology

SOC 340 Race and Ethnicity

**TOTAL: 15-16 hours**



## POLITICAL SCIENCE, INTERNATIONAL STUDIES, & SOCIOLOGY DEPARTMENT

The department offers three majors leading to the Bachelor of Arts degree: International Studies, Political Science, and Sociology.

### INTERNATIONAL STUDIES MAJOR

The major in International Studies emphasizes understanding the world from diverse, interdisciplinary approaches and fosters an appreciation for other cultures. Students combine their interests in global issues with a specific disciplinary focus like business, international human rights, or medicine.

#### Degree

A major in International Studies leads to the Bachelor of Arts degree.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with POL 250 or HST 300.

#### Careers

Study in international affairs provides a foundation for careers in government, politics, law, journalism, education, and business, and prepares students for graduate study in all areas of the discipline. Courses provide analytical, critical thinking, and normative development. A residency requirement allows students to study in the culture of their choice. An individualized concentration allows students to build a flexible program of study that aligns with their interests.

#### Requirements

Students are required to complete 42 hours in the major and achieve intermediate fluency in a foreign language of their choice. The foreign language requirement can be met in one of three ways: 1) through a university-provided language placement exam assessment that demonstrates intermediate fluency; 2) through taking two courses at the 200 level (these courses may be part of a student's study abroad experience); or 3) through assessment by the appropriate faculty in the Department of World Languages.

#### Requirements for the International Studies major are:

Core (26 hours):

HST 102 Global History Since 1500

**or** REL 110 Religion in a Global Context

INS 350 International Residency Project

POL 105 Introduction to Comparative Politics

POL 110 Introduction to International Relations

POL 250 Social Science Research Methods

**or** HST 300 Research Methods

POL 350 International Political Economy

POL 410 Capstone in Political Science

**or** HST 495 Masterworks

Plus, complete four internationally themed courses (16 hours) selected by the student in consultation with their advisor to create a coherent, individually designed concentration. Two courses must be at the 300 level or above. One of the internationally themed course electives may be taken from an approved political science course within the general education curriculum.

#### International experience requirement

A student majoring in International Studies is required to complete an international experience related to the concentration they have selected. This experience should consist of a summer or semester abroad and may include an international internship or a language immersion program through the John Belk International Program (JBIP). Academic credits earned may be applied to the requirements of the major, subject to the approval of the program coordinator and the Registrar. Students currently resident in a country other than the U.S. are not required to fulfill an international experience requirement, nor are student veterans who have served an overseas deployment. A U.S.-based experience of an international nature or prior international experience may be considered in exceptional situations for students unable to access JBIP funding (subject to the approval of the program coordinator).

### POLITICAL SCIENCE MAJOR

The major in Political Science emphasizes the empirical, analytical, comparative, and normative investigation of contemporary political issues facing the United States and the global community. Attention is given to critical thinking, problem solving, research, and writing skills.

Introductory courses present basic ideas, issues, and concepts in political science. Upper-level courses provide in-depth investigation of introductory material and focus on specialized areas.

### **Degree**

A major in Political Science leads to the Bachelor of Arts degree.

### **Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with POL 250.

### **Careers**

Study in the social sciences provides a foundation for careers in government, politics, law, journalism, education, and business and prepares students for graduate study in all the subfields of the discipline and law school.

### **Requirements**

Students are required to complete 44 hours in the major.

### **Requirements for the Political Science major are:**

Core (20 hours):

POL 100 United States Government  
POL 105 Introduction to Comparative Politics  
    **or** POL 110 Intro to International Relations  
POL 250 Social Science Research Methods  
POL 350 International Political Economy  
    **or** POL 360 Topics in Political Thought  
POL 410 Capstone in Political Science

Plus, complete six additional POL courses, three of which are at the 300 level or above. Two electives may be taken from an approved political science course within the general education curriculum. (24 hours)

## **SOCIOLOGY MAJOR**

The major in Sociology offers students intriguing coursework focused on the study of human behavior within its social context. Students are given a solid background in the theoretical frameworks and research methods social scientists use to understand social interactions and the major social institutions of our society (e.g., family, economy, and religion). In the program, students practice the craft of sociology by critically analyzing social problems, collecting and interpreting

empirical data, and applying their informed sociological perspectives to public policy and community development.

### **Degree**

A major in Sociology leads to the Bachelor of Arts degree.

### **Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with SOC 250

### **Careers**

With emphasis on cultural awareness and analytical and communication skills, students are prepared for careers in a variety of areas, including helping professions, law enforcement and corrections, government and non-profit agencies, human resources, and applied research positions. Sociology majors are also well prepared for graduate study in the social sciences, public administration, social work, public health, and criminal justice.

### **Requirements**

Students are required to complete 36 hours in the major.

### **Requirements for the Sociology major are:**

### **Core Coursework for the Major (20 hours):**

MAT 131 Introductory Statistics for Social Sciences  
SOC 101 Introduction to Sociology  
SOC 250 Social Science Research Methods  
SOC 400 Social Theory  
SOC 411 Capstone in Sociology

### **Elective Coursework for the Major (16 hours):**

Complete four additional SOC courses, three of which are at the 300 level or above. Two approved Sociology courses within the general education curriculum may be taken as electives towards the Sociology major.

## **MINORS**

### **INTERNATIONAL STUDIES MINOR**

POL 105 Comparative Politics  
POL 110 Intro to International Relations  
HST 102 Global History Since 1500  
    **or** REL 110 Religion in a Global Context

Plus, two internationally themed electives at the 200

level or above, as approved by the advisor.

**TOTAL: 20 hours**

### LEGAL STUDIES MINOR

POL 120 Foundations in Law  
 PHL 210 Critical Thinking and Logic  
 POL 250 Social Science Research Methods  
     **or** HST 300 Research Methods  
 POL 310 U.S. Constitution: Governmental Powers  
     and Structures **or** POL 311 U.S. Constitution:  
     Individual Rights and Liberties

Plus choose two courses:

BUS 205 Legal Environment of Business  
 MMS 364 Media Law  
 POL 290 Moot Court  
 POL 345 International Law and Organization  
 POL 370 Topics in Law

**Total: 23-24 Hours**

### POLITICAL SCIENCE MINOR

POL 100 United States Government  
 POL 105 Introduction to Comparative Politics **or**  
 POL 110 Introduction to International Relations

Plus, one POL elective at the 200 level and one POL  
 elective at the 300 level and above

**Total: 16 Hours**

### SOCIOLOGY MINOR

SOC 101 Introduction to Sociology **or**  
 SOC 150 Social Problems

Plus, three elective courses (12 hrs.) within the  
 Sociology program. At least one of these courses (4  
 hrs.) must be at the 300 level or above.

**Total: 16 Hours**

## PSYCHOLOGY DEPARTMENT

The Psychology Department offers a major and  
 minor in Psychology.

### Psychology Major

#### Major Information:

The science of psychology is the study of behavior  
 and mental processes. The psychology major at  
 Queens includes a sequence of core courses  
 emphasizing research skills, critical thinking, and  
 information literacy. Content area courses focus on  
 knowledge across the core areas of psychology.  
 Introductory courses present basic psychological  
 principles; upper-level courses provide opportunities  
 for further work in areas of special interest.  
 Independent study allows the student to design and  
 carry out original research.

#### Degree

A major in Psychology leads to the Bachelor of Arts  
 degree.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met  
 with PSY 200.

#### Internships

Internships in community settings enable the  
 student to make practical application of  
 psychological principles.

#### Careers

A major in Psychology provides a basis for graduate  
 study in areas of psychology, education, social  
 sciences, social work, and law as well as a  
 foundation for careers in personnel, social work,  
 mental health, health care, business and similar  
 areas.

#### Requirements for the Psychology major are:

##### Prerequisite

PSY 101 is prerequisite to all Psychology courses.

##### Required hours in the major

Students must complete 50 hours in psychology  
 courses and MAT 131 Statistics for a total of 54  
 hours.

**Required Courses**

**Core:** These courses introduce students to the knowledge base of psychology and prepare them for scientific inquiry and critical thinking (30 hours)

MAT 131 Introductory Statistics for the Social Sciences\*  
 PSY 101 General Psychology  
 PSY 200 Information Literacy  
 PSY 300 Research Methods I  
 PSY 301 Research Methods Lab  
 PSY 302 Research Methods II  
 PSY 400 Advanced General I: History and Systems of Psychology  
 PSY 401 Advanced General II: Contemporary Issues in Psychology

*\*QLC 160/260/360 can be substituted if Statistics is in the title.*

**Content areas:** Students must take the minimal number of hours listed for each of the five content areas for a total of 24 hours.

Experimental – at least TWO courses (8 hours)

PSY 280 Health Psychology  
 PSY 324 Psychology of Learning  
 PSY 326 Cognitive Psychology  
 PSY 327 Psychology of Language  
 PSY 385 Physiological Psychology

Developmental – at least ONE course (4 hours)

PSY 210 Developmental Psychology  
 PSY 311 Infant and Child Psychology  
 PSY 312 Adolescent Psychology  
 PSY 313 Adulthood and Aging

Variations in Individual and Group Behaviors – at least TWO courses (8 hours)

PSY 250 Social Psychology  
 PSY 251 Psychology of Personality  
 PSY 271 Abnormal Psychology  
 PSY 350 Organizational Psychology  
 PSY 351 Forgiveness: Theory, Research, and Practice  
 PSY 354 Forensic Psychology  
 PSY 360 Introduction to Counseling  
 PSY 361 Cross-Cultural Psychology  
 PSY 370 Exceptional Child  
 PSY 371 Child and Adolescent Psychopathology  
 PSY 375 Practicum in Group Dynamics (required permission from supervising instructor)  
 PSY 379 Psychological Testing

Elective – at least ONE course (4 hours)

Students may select a course from any courses at the 200-level or above in the area of their choice.

**Additional available courses:** These courses may be taken for additional research experience and independent study and may count toward the general elective in the major. (These courses require permission from a supervising instructor.)

PSY 390 Directed Readings in Psych (1-4 hours)  
 PSY 395 Psychology Lab Assistant (1-2 hours) may be taken twice)  
 PSY 391 Psych Research Assistant I (1-4 hours)  
 PSY 392 Independent Research (1-4 hours)  
 PSY 491 Psych Research Assistant II (1-4 hours)  
 PSY 492 Adv Independent Research (1-4 hours)

**Minors****PSYCHOLOGY MINOR**

PSY 101 General Psychology

*Plus 4 other courses reflecting at least two of the content areas noted above Experimental, Developmental, or Variations in Individual and Group Behaviors. A minimum of two of these courses must be at the 300 level or higher.*

**Total: 20 hours**

**PSYCHOLOGICAL SCIENCE MINOR**

*Restricted Minor: Required for Music Therapy majors; not open to other majors.*

BIO 220 Applied Anatomy and Physiology  
 PSY 101 General Psychology  
 PSY 210 Developmental Psychology  
 PSY 271 Abnormal Psychology

Plus, one additional Psychology course from the following list:

PSY 250 Social Psychology  
 PSY 251 Psychology of Personality  
 PSY 280 Health Psychology  
 PSY 311 Infant and Child Development  
 PSY 312 Adolescent Psychology  
 PSY 313 Psychology of Adulthood and Aging  
 PSY 324 Psychology of Learning  
 PSY 326 Cognitive Psychology  
 PSY 327 Psychology of Language  
 PSY 351 Forgiveness: Theory/Research/Practice  
 PSY 360 Introduction to Counseling  
 PSY 370 Exceptional Children  
 PSY 371 Child and Adolescent Psychopathology  
 PSY 385 Physiological Psychology

**Total: 20 Hours**

**PSYCHOLOGICAL FOUNDATIONS MINOR**

*Restricted Minor: Only open to student majoring in Nursing; not open to other majors.*

PSY 101 General Psychology

*Plus, 3 other courses reflecting at least two of the content areas listed below. A minimum of two of these courses must be at the 300 level or higher*

Experimental

PSY 280 Health Psychology

PSY 324 Psychology of Learning

PSY 326 Cognitive Psychology

PSY 327 Psychology of Language

PSY 385 Physiological Psychology

Developmental

PSY 311 Infant and Child Psychology

PSY 312 Adolescent Psychology

PSY 313 Adulthood and Aging

Variations in Individual and Group Behaviors

PSY 250 Social Psychology

PSY 251 Psychology of Personality

PSY 271 Abnormal Psychology

PSY 350 Organizational Psychology

PSY 351 Forgiveness: Theory, Research, and Practice

PSY 354 Forensic Psychology

PSY 360 Introduction to Counseling

PSY 361 Cross-Cultural Psychology

PSY 370 Exceptional Child

PSY 371 Child and Adolescent Psychopathology

PSY 375 Practicum in Group Dynamics

(required permission from supervising instructor)

PSY 379 Psychological Testing

**Total: 16 Hours**

**WORLD LANGUAGES  
DEPARTMENT**

The Department of World Languages offers two majors leading to the Bachelor of Arts degree: a Spanish major and a French major. Study of a foreign language can greatly enhance your marketability in the workplace regardless of your core major. Many students choose to combine their major in Spanish or French with another major.

**French Major****Degree**

The major in French leads to a Bachelor of Arts degree.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with FRN 310, FRN 320 or FRN 410

**Teacher Licensure**

Students majoring in French may earn licensure to teach K-12. See the Cato School of Education for more information.

**Internships**

The University-wide requirement of an internship may be in an environment related to French and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

**Careers**

**Communication:** foreign correspondent, photographer, writer, editor; TV or radio writer, reporter, technician, executive; CNN, video crew; advertiser for ethnic, foreign-markets; film, entertainment; interpreter or translator.

**Government:** Diplomat; translator, interpreter (US or UN); court interpreter; CIA; FBI linguist, special agent; Peace Corps; Agency for International Development; State Department; Government research specialist; Immigration and Naturalization Service; Bureau of Narcotics; Armed forces; Department of Treasury; Foreign Claims Settlement Commission; Office of Economic Opportunity.

**Social Service:** Law enforcement; welfare; health services; income tax consultant; missionary, minister; nursing; medical research writer;



vocational counselor; case worker.

**Education:** Teacher; editor; textbook author.

**Library:** Librarian in U.S. or overseas; classifier of foreign documents.

**Scientific Fields:** Technical writer, researcher; technical liaison for U.S. firms abroad; archaeology; museum work; medicine.

**Travel and Tourism:** Travel agent; tour guide; hotel, restaurant employee; flight attendant; airport personnel.

**Business:** International law, banking; U.S. representative for foreign company; patent attorney; representative for U.S. firm abroad; foreign branch of U.S. firm; advertising, sales, fashion buyer; marketing; executive or manager; technical expert; personnel manager; import-export firms; brokerage firms; banks; medical organizations; service, cultural organizations.

## Requirements

### Requirements for a major in French

Forty credit hours of courses in French above the 100-level are required. Students who place at the 300 level may fulfill the major by completing 32 credit hours above the 200-level.

FRN 420 Capstone Seminar in French

Complete one of the following:

FRN 350 Francophone Civilizations/Cultures

FRN 351 French Civilization and Culture

Complete one of the following:

FRN 310 Grammar: Solving the Puzzle

FRN 320 Written Expression

FRN 410 The Nuances of Grammar

Complete an additional 20 credit hours of French courses. *It is strongly recommended that at least eight hours of credit be earned in foreign residency through participation in an international immersion program, foreign internship or other approved foreign study program.*

## Spanish Major

### Degree

The major in Spanish leads to a Bachelor of Arts degree.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with SPN 310, SPN 320, or SPN 410.

### Teacher Licensure

Students majoring in Spanish may earn licensure to teach K-12. See the Cato School of Education for more information.

### Internships

The University-wide requirement of an internship may be in an environment related to Spanish and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

### Careers

**Communication:** foreign correspondent, photographer, writer, editor; TV or radio writer, reporter, technician, executive; CNN, video crew; advertiser for ethnic, foreign markets; film, entertainment; interpreter or translator.

**Government:** Diplomat; translator, interpreter (US or UN); court interpreter; CIA; FBI linguist, special agent; Peace Corps; Agency for International Development; State Department; Government research specialist; Immigration and Naturalization Service; Bureau of Narcotics; Armed forces; Department of Treasury; Foreign Claims Settlement Commission; Office of Economic Opportunity.

**Social Service:** Law enforcement; welfare; health services; income tax consultant; missionary, minister; nursing; medical research writer; vocational counselor; case worker.

**Education:** Teacher; editor; textbook author.

**Library:** Librarian in U.S. or overseas; classifier of foreign documents.

**Scientific Fields:** Technical writer, researcher; technical liaison for U.S. firms abroad; archaeology; museum work; medicine.

**Travel and Tourism:** Travel agent; tour guide;

hotel, restaurant employee; flight attendant; airport personnel.

**Business:** International law, banking; U.S. representative for foreign company; patent attorney; representative for U.S. firm abroad; foreign branch of U.S. firm; advertising, sales, fashion buyer; marketing; executive or manager; technical expert; personnel manager; import-export firms; brokerage firms; banks; medical organizations; service, cultural organizations.

## Requirements

### Requirements for a major in Spanish

Forty credit hours of courses in Spanish above the 100-level are required. Students who place at the 300 level may fulfill the major by completing 32 credit hours above the 200-level.

SPN 420 Capstone Seminar in Spanish

Complete one of the following:

SPN 350 Spanish-American Civilizations and Cultures

SPN 351 Civilization and Culture of Spanish

Complete one of the following:

SPN 310 Grammar: Solving the Puzzle

SPN 320 Written Expression

SPN 410 The Nuances of Grammar

Complete an additional 20 credit hours of Spanish courses. *It is strongly recommended that at least eight hours of credit be earned in foreign residency through participation in an international immersion program, foreign internship or other approved foreign study program.*

## Minors

### CHINESE MINOR

Complete 16 hours of Chinese coursework above the 100 level. **Total 16 hrs.**

### FRENCH MINOR

Complete 16 hours of French coursework above the 100 level. **Total: 16 hrs.**

### SPANISH MINOR

Complete 16 hours of Spanish coursework above the 100 level. **Total: 16 hrs.**

## The Wayland H. Cato, Jr. School of Education

At Queens University of Charlotte, the education of teachers is the joint responsibility of the faculty of the content area departments and the faculty of the Wayland H. Cato, Jr. School of Education. The Cato School of Education's objectives state that the education of teachers is threefold: they receive a liberal arts education, they pursue their teaching specialties in-depth and they acquire the necessary professional knowledge and skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the Cato School of Education. Students may obtain a teaching license at the elementary or secondary level within a baccalaureate program.

**Licensure Areas:** Elementary Education K-6; Secondary 9-12 in Biology, Chemistry, Science, Earth Science, English, History, Mathematics, Physics, Social Studies; K-12 in French and Spanish

### CATO SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

The goal of Queens University of Charlotte's teacher preparation program is to ensure candidates demonstrate the characteristics of a Queens graduate. Thus, the conceptual framework of the Wayland H. Cato, Jr. School of Education is fully aligned with the University's mission to nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

Our conceptual framework reflects a social constructivist view of learning. This is often conceptualized as a spiral in which learners continuously reflect on their experiences and develop increasingly stronger abilities to integrate new information at more complex levels. We believe that the education of teachers is multifaceted and should reflect the social context of learning as individuals create meaning through their interactions with each other and with the environment in which they live.

**North Carolina Teacher Licensure** Obtaining a North Carolina Class A initial teaching license is possible through programs in Elementary Education (K-6); content areas in French and Spanish (grades K-12); and content areas in

Biology, Chemistry, Science, Earth Science, English, History, Mathematics, Physics and Social Studies (grades 9-12). All programs are approved by the North Carolina Department of Public Instruction (NCDPI) and the Council for the Accreditation of Educator Preparation (CAEP), allowing the possibility of licensure reciprocity with other states. Students pursuing licensure in Elementary Education (K-6) should major in Elementary Education and can obtain licensure by completing all additional requirements. Students pursuing licensure in French or Spanish (K-12) should major in French and/or Spanish and can obtain licensure by completing all additional requirements. Students pursuing Secondary Licensure (9-12) must complete the appropriate major and can obtain licensure by completing a minor in secondary education and all additional requirements.

### Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in diverse K-12 public school settings. Field experiences related to methods courses will be arranged by the course instructor. Each candidate is responsible for completing the field hours required in all courses.

Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in an authentic learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group and whole class settings

### TRANSITION POINTS IN THE TEACHER LICENSURE PROGRAM

#### Application to the Teacher Education Program

Students must apply to the Cato School of Education for admission to the Teacher Education Program prior to completing six education courses for the Elementary Education Program or two education courses for the Secondary Education Program. A student will be applying to either the Elementary Education major or Secondary minor program.

#### Requirements for TEP admission:

- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members (at least one from a Cato Faculty)

- completed Disposition Self-Assessment Form
- overall grade point average of 2.70 and major grade point average of 2.75
- acceptable scores on the ACT, the SAT, or Praxis I: Core Academic Skills for Educators Test
- registration in Foliotek (5-year subscription to our electronic portfolio)
- approval of the Teacher Education Committee

### Foliotek Requirement

Candidates must register for Foliotek, our assessment and portfolio management program, when applying for the Education Program. Candidates electronic evidences will only be accepted in Foliotek.

### Retention in the Program

Retention in the program is based on the expectation that candidates demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses and no more than one C
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

**Application for Student Teaching** Candidates must apply for the student teaching year-long experience in the term preceding their planned experience (Elementary: EDU 495; Secondary: EDU 496 or EDU 497). All coursework required for the Elementary Education major must be completed before the student teaching semester. Major and minor coursework must be completed for Secondary Education candidates.

### Requirements for Student Teaching:

- Student Teaching Application and essays
- cumulative grade point average of 2.70
- grades of C or better in all education courses and no more than one C
- have a major grade point average of 2.75
- acceptable scores on the ACT, the SAT or Praxis I: Core Academic Skills for Educators
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

### STATE-MANDATED TESTS and ASSESSMENTS

To be licensed in Elementary or Secondary Education in North Carolina, program completers shall be required to pass the following tests from the NC Tests for Educator Licensure program:

- Pearson Foundations of Reading Test 090 or 190
- Pearson Test 203- Mathematics Subtest or Praxis Test 7813: CKT Math Subtest

Information about this test can be found at:

<http://www.nc.nesinc.com/Home.aspx>

Secondary and Foreign Language candidates must pass the Praxis II tests in their respective content areas. Information about the Praxis II can be found at [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc).

All students must complete and pass the Praxis Performance Assessment for Teachers (PPAT) to obtain a NC Teaching License.

NCDPI sets passing scores each year. Contact your Education Advisor for more information.

### MAJOR IN ELEMENTARY EDUCATION

The major in Elementary Education leads to the Bachelor of Arts degree.

### Degree Requirements for Elementary Education:

Students are required to complete 84 credits.  
*Professional education requirements (K-6)*

### Requirements for the major in Elementary Education are:

EDU 215 Found of Elementary Education  
EDU 225 Understanding the Needs of Diverse Learners  
EDU 235 Exceptional Learners  
EDU 245 Digital Literacies  
EDU 304 Classroom Management and Conflict

Resolution  
 EDU 315 Data Driven Instruction and Assessment  
 EDU 345 Introduction to Balanced Literacy: Diagnostics and Overview  
 EDU 355 Schooling in the Context of Poverty and English Language Learners  
 EDU 365 Introduction to Research  
 EDU 404 Vocabulary Instruction with Foundations of Reading  
 EDU 415 Balanced Literacy for K-2 Learners  
 EDU 425 Elementary Math Methods  
 EDU 435 Balanced Literacy for 3-6 Learners  
 EDU 445 Elementary Science Methods  
 EDU 455 Elementary Social Studies Methods  
 EDU 465 Critical Issues in Education: Classroom Management, Law, Leadership  
 EDU 485 Application and Practice: Elementary STEM  
 EDU 495 Professional Internship in Elementary Schools  
 PSY 101 General Psychology

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with EDU 365 or EDU 495.

**Licensure in French or Spanish (K-12)****Requirements for Minor and Licensure in French or Spanish (K-12) are:**

Completion of a major in French or Spanish

*Plus:*

EDU 225 Understanding the Needs of Diverse Learners  
 EDU 245 Digital Literacies  
 EDU 257 Foundations of Secondary Education  
 EDU 467 Critical Issues in Secondary Education  
 EDU 477 Literacy Integrated in Content Areas  
 EDU 487 Secondary Methods and Materials  
 EDU 489 Exploration of the Foreign Language (must be taken at opposite level of student teaching)  
 EDU 496 Professional Internship Foreign Language (fulfills internship requirement)

**Total of 42 credits**

**Secondary Education Minor and Licensure (9-12)**

Licensure areas are *Biology, Chemistry, Physics, Science, Earth Science, English, History, Mathematics* or *Social Studies*

**Requirements Secondary Education Minor and Licensure (9-12) are:**

- Completion of a major in the area in which

licensure is desired.

- Course requirements in the major or additional to the major as noted below.
- *Plus*, the Minor in Secondary Education (9-12) below.

**Biology: Major in Biology****Chemistry: Major in Chemistry**

**Earth Science: Major in Biology** plus the following additional courses:

BIO 202 Biodiversity and Ecology Foundations  
 BIO 230 Introduction to Geospatial Analysis  
 BIO 345 Conservation Biology  
 MAT 210 Single Variable Calculus I  
 PHY 211/PHY 211L University Physics I and Lab  
 PHY 212/PHY 212L University Physics II and Lab  
 PHY 341/PHY 341L Astronomy and Astrophysics & Lab  
 PHY 370 Physics Instruction Leadership

**English: Major in Literature** including ENG 207 Practicum in Composition Theory and one drama or film in literature class

**History: Major in History****Mathematics: Major in Mathematics.****Physics: Major in Physics****Science: Major in Science**

**Social Studies: Major in History** plus one course from each of the following categories (15-16 credits):

Developing Nations  
 HST 160 Latin American History  
 HST 180 East Asian History Since 1400  
 POL 335 Politics of Developing Countries

Geography  
 BIO 230 Introduction to Geospatial Sciences  
 ENV 310 Physical Geography  
 ENV 320 Geographical Information Systems  
 HST 101 Global History to 1500  
 HST 102 Global History since 1500  
 HST 400 Applied Historical Geography

Government  
 HST 120 Colonial North America



HST 121 The New American Nation  
HST 122 Modern America  
HST 330 Urban America  
HST 332 Civil Rights in America  
HST 334 Cold War America  
POL 101 United States Government

Economics  
ECO 203 Macroeconomics  
ECO 204 Microeconomics  
ECO 355 American Capitalism

## MINORS

### SECONDARY EDUCATION (9-12) MINOR

*Restricted Minor open only to candidates majoring in Biology, Chemistry, Physics, Science, Earth Science, English, History, Mathematics or Social Studies*

EDU 225 Understanding the Needs of  
Diverse Learners  
EDU 245 Digital Literacies  
EDU 257 Foundations of Secondary  
Education  
EDU 467 Critical Issues in Secondary  
Education  
EDU 477 Literacy Integrated in the Content  
Areas  
EDU 487 Secondary Methods and Materials  
EDU 497 Professional Internship Secondary

**Total of 36 credits**

### COMMUNITY EDUCATION IN SCIENCE (NON-LICENSURE\*)

*(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)*

BUS 218 Business Communication  
EDU 245 Digital Literacies  
EDU 445 Elementary Science Methods  
EDU 477 Content Area Literacy  
EDU 485 Elementary STEM

**Total: 20 Hours**

*\*Those students interested in K-12 licensure in North Carolina should consult the Secondary Education minor and other programs housed in the CATO School of Education.*

## The McColl School of Business

The McColl School of Business educates students to become successful business and professional leaders. The school seeks to prepare individuals for careers through high quality, innovative business education and to convey to students the concepts of leadership in association with competence, character, and commitment to community. Beyond mastering basic business skills, students will learn to lead, using their knowledge and values to influence people within their organizations and communities.

The McColl School offers undergraduate majors in accounting, business administration, finance, management, and marketing leading to a Bachelor in Business Administration (BBA).

Students who major in accounting may choose to earn a double major in accounting and finance, accounting and management, or accounting and marketing.

Business students may complete minors in computing & data analytics, entrepreneurship and innovation, international business and leadership.

Non-business majors may minor in business administration, computing & data analytics, entrepreneurship and innovation, general business, international business, leadership, and marketing.

### ADMISSION to the McColl School

An undergraduate student is admitted to Queens University initially and, after completing the required prerequisites, is admitted to the McColl School in order to major in accounting, business administration, finance, management, or marketing. At the end of each semester, students are notified via email of their status.

### Requirements for admission to the McColl School

- Cumulative grade point average of 2.0
- All prerequisite courses completed:
  - ACC 207 Financial Accounting
  - ECO 204 Microeconomics
  - MAT 111 Quantitative Business Methods I
- Prerequisite grade point average of 2.5 with no grade below C-

**Pre-accounting, pre-business, pre-finance, pre-management, and pre-marketing** majors may take no more than 12 credit hours of business courses (ACC, BUS, ECO, FIN, MGT, MKT) in addition to the prerequisite courses ACC 207, ECO 204, and MAT 111. They must be admitted to the major to continue taking courses in their major.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with BUS 218 or BUS 205.

## Majors and Minors

### Accounting Major

#### Prerequisites: 9 credit hours

ACC 207 Financial Accounting  
ECO 204 Microeconomics  
MAT 111 Quantitative Business Methods I

#### CORE requirements: 39 credit hours

ACC 208 Managerial Accounting  
BUS 205 Legal Environment of Business  
BUS 210 Business Analytics  
BUS 218 Business Communication  
BUS 325 Management Info Systems  
BUS 350 Operations Management  
BUS 365 International Business  
BUS 485 Strategic Management  
ECO 203 Macroeconomics  
FIN 360 Corporate Finance  
MAT 112 Quantitative Business Methods II  
MGT 333 Principles of Management  
MKT 340 Principles of Marketing

#### Accounting Requirements: 24 credit hours

ACC 307 Intermediate Accounting I  
ACC 308 Intermediate Accounting II  
ACC 310 Advanced Managerial Accounting  
ACC 315 Federal Income Taxation I  
ACC 316 Federal Income Taxation II  
ACC 413 Auditing  
ACC 433 Accounting Policy  
ACC 443 Accounting Info Systems

#### Total: 72 Credit Hours

**Business Administration Major****Prerequisites: 9 credit hours**

ACC 207 Financial Accounting  
ECO 204 Microeconomics  
MAT 111 Quantitative Business Methods I

**CORE requirements: 39 credit hours**

ACC 208 Managerial Accounting  
BUS 205 Legal Environment of Business  
BUS 210 Business Analytics  
BUS 218 Business Communication  
BUS 325 Management Info Systems  
BUS 350 Operations Management  
BUS 365 International Business  
BUS 485 Strategic Management  
ECO 203 Macroeconomics  
FIN 360 Corporate Finance  
MAT 112 Quantitative Business Methods II  
MGT 333 Principles of Management  
MKT 340 Principles of Marketing

**Business Administration Requirements: (3 credit hours)**

BUS 415 Business Ethics

**Business Administration Electives: (12 credit hours)**

Complete four of the following courses. Students must complete at least one elective course from each group.

Group A: Management Courses  
MGT 303 Intro to Entrepreneurship  
MGT 330 Human Resource Management  
MGT 335 Creativity and Ideation  
MGT 345 Leadership  
MGT 370 Cross-Cultural Management  
MGT 380 Applied Decision-Making  
MGT 385 Leading Change & Managing Human Capital  
MGT 421 Organizational Behavior  
MGT 435 Current Topics in Entrepreneurship and Innovation  
MGT 445 Practicum: Entrepreneurship & Innovation

Group B: Marketing Courses  
MKT 351 Consumer Behavior  
MKT 452 Marketing Management  
MKT 455 Sales Management  
MKT 460 Digital Marketing  
MKT 465 International Marketing

Group C: Accounting, Analytics and Finance Courses

ACC 310 Advanced Managerial Accounting  
BUS 375 Databases for Analytics and Visualization  
CDA 250 Computer Programming for Data Analytics  
FIN 370 Investment Analysis  
FIN 376 Financial Markets and Institutions  
FIN 478 International Finance

**Entrepreneurship and Innovation Concentration**

Business administration majors may elect to earn a concentration in entrepreneurship and innovation by completing the following courses as part of their major electives:

MGT 303 Introduction to Entrepreneurship

Complete two of the following:  
MGT 335 Creativity and Ideation  
MGT 435 Current Topics in Entrepreneurship and Innovation  
MGT 445 Practicum: Entrepreneurship & Innovation

*Plus, complete one additional course from Groups B or C.*

**International Business Concentration:**

Business administration majors may elect to earn a concentration in international business by completing the following courses as part of their major electives:

FIN 478 International Finance  
MGT 370 Cross-Cultural Management  
MKT 465 International Marketing

*Plus, complete one additional course from Groups A, B, or C.*

**Total: 63 Credit Hours**

**Finance Major****Prerequisites: 9 credit hours**

ACC 207 Financial Accounting  
ECO 204 Microeconomics  
MAT 111 Quantitative Business Methods I

**CORE requirements: 39 credit hours**

ACC 208 Managerial Accounting  
BUS 205 Legal Environment of Business  
BUS 210 Business Analytics

BUS 218 Business Communication  
 BUS 325 Management Info Systems  
 BUS 350 Operations Management  
 BUS 365 International Business  
 BUS 485 Strategic Management  
 ECO 203 Macroeconomics  
 FIN 360 Corporate Finance  
 MAT 112 Quantitative Business Methods II  
 MGT 333 Principles of Management  
 MKT 340 Principles of Marketing

**Finance Requirements: 21 credit hours**

FIN 370 Investment Analysis  
 FIN 376 Financial Markets and Institutions  
 FIN 474 Intermediate Corporate Finance  
 FIN 477 Security and Fixed Income Analysis  
 FIN 478 International Finance  
 FIN 480 Financial Derivatives  
 FIN 479 Financial Policy **or** FIN 481 Portfolio  
 Analysis and Management

**Total: 69 Credit Hours****Management Major****Prerequisites: 9 credit hours**

ACC 207 Financial Accounting  
 ECO 204 Microeconomics  
 MAT 111 Quantitative Business Methods I

**CORE requirements: 39 credit hours**

ACC 208 Managerial Accounting  
 BUS 205 Legal Environment of Business  
 BUS 210 Business Analytics  
 BUS 218 Business Communication  
 BUS 325 Management Info Systems  
 BUS 350 Operations Management  
 BUS 365 International Business  
 BUS 485 Strategic Management  
 ECO 203 Macroeconomics  
 FIN 360 Corporate Finance  
 MAT 112 Quantitative Business Methods II  
 MGT 333 Principles of Management  
 MKT 340 Principles of Marketing

**Management Requirements: 6 credit hours**

MGT 380 Applied Decision-Making  
 MGT 385 Leading Change & Managing  
 Human Capital

**Management Electives (choose 3): 9 credit hours**

BUS 398 International Preparation  
 BUS 399 International Experience  
 BUS 461 Practicum in Leadership  
 BUS 492 Topics in Business  
 BUS 495 Independent Study/Research

COM 305 Organizational Communication  
 MGT 303 Intro to Entrepreneurship  
 MGT 330 Human Resource Management  
 MGT 335 Creativity and Ideation  
 MGT 345 Leadership  
 MGT 370 Cross-Cultural Management  
 MGT 421 Organizational Behavior  
 MGT 435 Current Topics in Entrepreneurship  
 and Innovation  
 MGT 445 Practicum: Entrepreneurship  
 and Innovation  
 MKT 452 Marketing Management  
 MKT 455 Sales Management  
**Total: 63 Credit Hours**

**Entrepreneurship and Innovation  
Concentration**

Management majors may elect to earn a concentration in entrepreneurship and innovation by completing the following three courses as part of their electives:

MGT 303 Introduction to Entrepreneurship

**Plus, complete two of the following:**

MGT 335 Creativity and Ideation  
 MGT 435 Current Topics in Entrepreneurship  
 and Innovation  
 MGT 445 Practicum: Entrepreneurship  
 and Innovation

**Marketing Major****Prerequisites: 9 credit hours**

ACC 207 Financial Accounting  
 ECO 204 Microeconomics  
 MAT 111 Quantitative Business Methods I

**CORE requirements: 39 credit hours**

ACC 208 Managerial Accounting  
 BUS 205 Legal Environment of Business  
 BUS 210 Business Analytics  
 BUS 218 Business Communication  
 BUS 325 Management Info Systems  
 BUS 350 Operations Management  
 BUS 365 International Business  
 BUS 485 Strategic Management  
 ECO 203 Macroeconomics  
 FIN 360 Corporate Finance  
 MAT 112 Quantitative Business Methods II  
 MGT 333 Principles of Management  
 MKT 340 Principles of Marketing\*

**Marketing Requirements: 9 Credit Hours**

MKT 351 Consumer Behavior  
 MKT 452 Marketing Management

MKT 453 Marketing Research

**Marketing Electives (choose 3): 9-10 credit hours**

MKT 455 Sales Management  
MKT 460 Digital Marketing  
MKT 465 International Marketing  
COM 306 Integrated Strategic Communication  
or MKT 350 Promotion Management  
**Total: 66 Credit Hours**

**Marketing Analytics Concentration**

Marketing majors may elect to earn a concentration in marketing analytics by completing the following for a total of 9.0-11.0 credits:

**Required:**

MKT 460 Digital Marketing

**Complete two of the following:**

CDA 250 Computer Programming for Data Analytics  
CDA 350/BUS 375 Databases for Data Analytics and Visualization  
MMS 210 Digital Media Production  
MMS 359 Social Media and Audience

**Minors**

**BUSINESS ADMINISTRATION MINOR**

ACC 207 Financial Accounting  
ACC 208 Managerial Accounting  
ECO 204 Microeconomics  
FIN 360 Corporate Finance  
MGT 333 Principles of Management  
MKT 340 Principles of Marketing

**Total: 18 Hours**

**COMPUTING & DATA ANALYTICS MINOR**

*(Interdisciplinary Minor Housed in the McColl School of Business and College of Arts & Sciences.)*

CDA 250 Computer Programming for Data Analytics  
BUS 375/CDA 350 Databases for Data Analytics and Visualization

*Plus, one of the following statistical competencies:*

BUS 210 Business Analytics  
MAT 131 Intro Statistics for Social Science  
MAT 280 Statistical Methods

*Plus, one of the following applied computing competencies:*

BUS 325 Management Information Systems +  
BUS 495 Independent Research/Study  
BIO 230 Introduction to Geospatial Sciences

GDN 314 Interactive Design  
HLT 201 Health Research and Informatics  
MAT 310 Linear Algebra and Programming  
MMS 210 Digital Media Production  
MMS 319 Data-Driven Journalism  
NMD 203 Interactive and Web Design  
**Total: 15-16 Hours**

**ENTREPRENEURSHIP and INNOVATION MINOR**

Required E&I Foundational Courses  
BUS 105 Business Reporting Foundations\*  
BUS 110 Fundamentals of Excel\*  
MGT 303 Introduction to Entrepreneurship  
*\*Students may choose to complete ACC 207 Financial Accounting in place of BUS 105 and BUS 110.*

*Plus, two of the following E&I focused courses:*

MGT 335 Creativity and Ideation  
MGT 345 Leadership  
MGT 435 Current Topics in Entrepreneurship and Innovation  
MGT 445 Practicum: Entrepreneurship and Innovation

*Plus, one of the following content specific courses\*:*

ARH 400 Creative Literacy  
ARL 202 Arts Development  
ARL 301 Entrepreneurship in the Arts  
BIO 230 Introduction to Geospatial Science  
BUS 492 Better Business, Better World: First-year Experience  
BUS 350 Operations Management  
CDA 250 Computer Programming for Data Analytics  
CDA 350 / BUS 375 Databases for Data Analytics and Visualization  
CHM 111 General Chemistry 1  
COM 101 Intro to Comm Studies  
GDN 110 Fundamentals of Graphic Design  
KIN 110 Intro to Sports Management  
MGT 333 Principles of Management  
MKT 340 Principles of Marketing  
MMS 210 Digital Media Production  
MMS 101 Intro to Multimedia Storytelling  
MTH 121 Professional Foundations of Music Therapy I  
POL 120 Foundations in Law  
PSY 101 General Psychology  
SOC 101 Introduction to Sociology  
THR 120 Introduction to Theatre

*\*Students may choose to take three E&I focused courses and not take a content specific course.*

**Total: 15-17 Hours**



**GENERAL BUSINESS MINOR**

ACC 207 Financial Accounting  
 ECO 203 Macroeconomics *or*  
 ECO 204 Microeconomics  
 MGT 333 Principles of Management  
 MKT 340 Principles of Marketing

*Electives (choose 1): 3 credit hours*

ACC 208 Managerial Accounting  
 BUS 205 Legal Environment of Business  
 BUS 365 International Business  
 BUS 372 Financial Planning  
 \*ECO 203 Macroeconomics  
 \*ECO 204 Microeconomics  
 MGT 345 Leadership

*\* If not taken as one of the required courses*

**Total: 15 Hours**

**INTERNATIONAL BUSINESS MINOR**

FIN 478 International Finance  
 MGT 370 Cross-Cultural Management  
 MKT 465 International Marketing

*Electives (choose 2): 8 credit hours*

ATH 101 Cultural Anthropology  
 COM 327 Global Communication and Culture  
 INS 200 Topics in International Studies  
 POL 105 Introduction to Comparative Politics  
 POL 110 Introduction to International Relations  
 XXX 398/399 Topics: International

Preparation/Experience, by approval  
 International University Course, by approval

**Total: 15-17 Hours**

**LEADERSHIP MINOR**

*(Interdisciplinary Minor Housed in the School of Business)*

MGT 345 Leadership

*Electives (choose 4): 14-16 credit hours*

ATH 101 Cultural Anthropology  
 COM 305 Organizational Communication  
 MGT 333 Principles of Management  
 MGT 421 Organizational Behavior  
 POL 305 Congress & the Presidency  
 PSY 101 General Psychology  
 PSY 250 Social Psychology  
 SOC 315 Gender in Society

**Total: 17-19 Hours**

**MARKETING MINOR**

MAT 112 Quantitative Business Methods II  
 MKT 340 Principles of Marketing  
 MKT 452 Marketing Management  
 MKT 453 Marketing Research

*Electives (choose 2): 6-7 credit hours*

BUS 365 International Business  
 COM 306 Integrated Strategic Communication  
 MKT 350 Promotion Management  
 MKT 351 Consumer Behavior  
 MKT 455 Sales Management  
 MKT 460 Digital Marketing  
 MKT 465 International Marketing

**Total: 18-19 Hours**

## James L. Knight School of Communication

The James L. Knight School of Communication's mission is to develop students into effective communicators who are engaged citizens and leaders in the communities they serve. With a focus on practical training along with intellectual rigor, the Knight School of Communication provides students with both the theory and practice of communication through its programs that span communication studies, digital storytelling, and digital media production. Endowed by the John S. and James L. Knight Foundation, the School's mission is further demonstrated by its commitment to being a leader in the study of digital and media literacy.

The Knight School of Communication offers three majors leading to the Bachelor of Arts degree: Communication, Multimedia Storytelling and Organizational Leadership and Communication. Majors in the Knight School receive a solid liberal arts education that supports the School's mission of preparing students to become adept consumers, critics, and creators of communication in a variety of settings. Students in each major select a concentration in keeping with their interests.

The Knight School of Communication offers a variety of minors which allows students to enhance their communication knowledge and skills. Students from all disciplines are welcome to complete one of the Knight School of Communication's minors which include: organizational and strategic communication, sports communication, journalism, health communication or media studies and popular culture.

### Progression in the Major

Continued progress in Knight School of Communication major programs requires a minimum GPA of 2.2 with no grades below C- in the core courses.

### Program Flexibility

All requirements for the Communication major can be completed in the evening and/or online, including many of the elective course options. Students who are accepted into the Knight School of Communication's Post-Traditional Program can elect to take the majority of their courses online to

complete the Communication major. Students interested in the Post-Traditional Program should contact the Knight School of Communication.

## COMMUNICATION MAJOR

The Knight School of Communication offers coursework leading to a Bachelor of Arts degree with a major in Communication. Communication majors explore the role of communication to address the vast challenges and issues that face our society and the world. The BA in Communication develops students' knowledge of essential communication principles and strategies through its core requirements and offers specialized courses in areas such as organizational and strategic communication, journalism, sports communication, and health communication. Communication majors work with traditional and new forms of media to become effective communicators in settings ranging from social media to the sports industry to corporate and community organizations. Furthermore, communication majors are encouraged to apply their communication knowledge and skills to serve the community in fundamental ways which includes digital and media literacy initiatives.

All communication majors complete a senior project that applies their communication knowledge and skills to a community issue or challenge to promote social change. For example, students interested in organizational communication might study the effectiveness of communication that occurs within organizations or between organizations and their publics; students interested in sports communication might examine how sports teams construct and promote their image and brand to the public. These are a few examples that illustrate how communication majors are able to pursue and apply their communication knowledge to unique research projects that span the field of communication studies.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with COM 101

Requirements: Requirements for the major in Communication are completion of the core courses (28 hours) and a concentration (16 hours) for a total of 44 hours toward the communication major. Required courses for the major are based upon a student's academic catalog of entry.

**Core Communication Courses (28 hrs.)**

COM 100 Public Speaking (4 hrs.)  
 COM 101 Intro. to Communication (4 hrs.)  
 COM 250 Communication Theory (4 hrs.)  
 COM 320 Communication Research (4 hrs.)  
 COM 327 Global Comm. & Culture (4 hrs.)  
 COM 495 Capstone (4 hrs.)  
 MMS 210 Digital Media Production (4 hrs.)

**Students select a concentration in one of the following areas:**

**Communication Studies (16 hrs.)**

Four additional courses (16 hours) in COM or MMS at or above the 300 level

**Health Communication Concentration (16 hrs.)**

COM 307 Health Comm. Campaigns (4 hrs.)  
 COM 326 Health Communication (4 hrs.)  
 COM 333 Health & Illness Narratives (4 hrs.)  
 COM 401 or one additional course in COM at or above the 300 level (4 hrs.)

**Organizational & Strategic Communication Concentration (16 hrs.)**

COM 305 Organizational Comm. (4 hrs.)  
 COM 306 Int. Strategic Comm. (4 hrs.)  
 COM 401 or one additional course in COM at or above the 300 level (4 hrs.)  
 MMS 359 Social Media & Audience (4 hrs.)

**Sports Communication Concentration (16 hrs.)**

COM 356 Sports Communication (4 hrs.)  
 COM 357 Sports Promo. & Publicity (4 hrs.)  
 COM 401 or one additional course in COM at or above the 300 level (4 hrs.)  
 MMS 329 Sports Reporting (4 hrs.)

**MULTIMEDIA STORYTELLING MAJOR**

The Knight School of Communication offers coursework leading to a Bachelor of Arts degree with a major in Multimedia Storytelling. Multimedia Storytelling majors focus upon creating effective messages through various media platforms. Students complete a comprehensive curriculum that includes courses in journalism, digital media production, and media studies and criticism. Furthermore, students apply their media knowledge and skills through a media practicum to create media content for the campus and the local community. Students also have the opportunity to engage the local community in digital and media literacy initiatives. The Multimedia Storytelling major prepares students to work and thrive in our hyper-media environment.

Students pursuing the BA in Multimedia Storytelling are expected to develop strong writing and media production skills while also bolstering their creative and analytical abilities to create effective content using multiple media platforms. The goal of the degree program is to develop students' professional knowledge and skills to prepare graduates for their civic responsibilities as journalists, media practitioners, media content creators, and media commentators. Multimedia Storytelling majors enhance their core media studies by completing a concentration in journalism or media studies, which will help them fulfill the important role of information provider in today's global, technological and information-based society.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with MMS 101.

Requirements: Requirements for the major in Multimedia Storytelling are completion of the core requirements (30 hours), and the concentration in media studies (16 hours) or journalism (20 hours) for a total of 46 or 50 hours toward the major. Required courses for the major are based upon a student's academic catalog of entry.

**Core Courses (30 hours)**

MMS 101 Intro to MMS (4 hrs.)  
 MMS 210 Digital Media Production (4 hrs.)  
 MMS 213 Practicum in Student Media (2 hrs.)  
 MMS 359 Social Media & Audience (4 hrs.)  
 MMS 364 Media Law & Ethics (4 hrs.)  
 MMS 470 Advanced Digital Media Prod. (4 hrs.)  
 MMS 495 Capstone (4 hrs.)

**Students select either a concentration in Media Studies or Journalism**

**Media Studies Concentration (16 hours)**

MMS 231 The Cinematic Arts (4 hrs.)  
 MMS 301 Media Theory & Criticism (4 hrs.)

*Plus, choose 2 courses (8 hours) from:*

COM 401 Seminar (media title) (4 hrs.)  
 MMS 324 Studies in New Media (4 hrs.)  
 MMS 348 Popular Culture (4 hrs.)

**Journalism Concentration (20 hours)**

MMS 219 History and Principles of Journalism  
 MMS 220 News Report. & Writing (4 hrs.)  
 MMS 410 Advanced Report. and Writing (4 hrs.)

*Plus, choose 2 courses (8 hours) from:*

MMS 316 Entrepreneur Journalism (4 hrs.)

MMS 319 Data –Driven Journalism (4 hrs.)

MMS 329 Sports Reporting (4 hrs.)

## **Minors**

### **Health Communication Minor (20 hrs.)**

COM 101 Intro to Communication

COM 307 Health Communication Campaigns

COM 326 Health Communication

COM 333 Health and Illness Narratives

COM 401 or one additional course in COM at  
or above the 300 level

### **Journalism Minor (24 hours)**

MMS 219 History and Principles of Journalism

MMS 220 News Reporting & Writing

MMS 364 Media Law and Ethics

MMS 410 Advanced Reporting and Editing

*Choose 2 courses (8 hours) from the following:*

MMS 316 Entrepreneurial Journalism

MMS 319 Data–Driven Journalism

MMS 329 Sports Reporting

### **Media Studies and Popular Culture Minor (20 hours)**

MMS 101 Intro to Multimedia Storytelling

MMS 231 The Cinematic Arts

MMS 301 Media Theory & Criticism

MMS 324 Studies in New Media

MMS 348 Popular Culture

### **Organizational & Strategic Communication Minor (20 hrs.)**

COM 101 Intro to Communication

COM 305 Organizational Communication

COM 306 Integrated Strategic Communication

COM 401 or one additional course in COM at  
or above the 300 level

MMS 359 Social Media & Audience

### **Sports Communication Minor (20 hrs.)**

COM 101 Intro to Communication

COM 356 Sports Communication

COM 357 Sports Promotion & Publicity

COM 401 or one additional course in COM at  
or above the 300 level

MMS 329 Sports Reporting

## ANDREW BLAIR COLLEGE of HEALTH

The Andrew Blair College of Health includes the Interprofessional Health Studies Department, the Kinesiology Department, and the Presbyterian School of Nursing and offers the following undergraduate majors:

### *Interprofessional Health Studies Department*

- Human Service Studies (BA)
- Health Education and Promotion (BS)
- Health Sciences (BS)

### *Kinesiology Department*

- Exercise and Sport Science (BS)
- Sport Management (BS)

### *Presbyterian School of Nursing*

- Nursing (BSN)

## INTERPROFESSIONAL HEALTH STUDIES DEPARTMENT

### **Majors**

The Interprofessional Health Studies Department offers three majors: Human Service Studies, Health Education and Promotion, and Health Sciences.

### **Degree**

The major in Human Service Studies leads to a Bachelor of Arts (BA) degree. The majors in Health Education and Promotion and Health Sciences lead to a Bachelor of Science (BS) degree.

### **Human Service Studies Major**

The Bachelor of Art in Human Service Studies is a program designed to educate students about human problems in living. Students will develop conceptual skills and strategies to support these vulnerable populations. Students acquire foundational knowledge, skills, and attitudes necessary for connecting and learn to examine cultural and ethical variables attributing to human challenges. Students learn best practices for how to intervene at individual, agency, and community levels and upon graduation serve in an array of settings including family and child services, mental health, corrections, and homes for persons with intellectual developmental disabilities. Students with a bachelor level degree in Human Service

Studies are prepared for professional and paraprofessional careers providing direct services to clients and advocating for clients' basic needs including mental and physical health services. In addition, they provide indirect support to clients with advocacy, applied research, and preventative education. Each student enrolled in the Human Service Studies major is also required to participate in professional internships and complete a Capstone Project with a Human Services Agency in the Charlotte community. Students ultimately make strong connections between theory and practice as well as study and work. Majoring in Human Service Studies provides the basis for graduate education in the areas of social work, counseling, school counseling, family therapy, and other service related fields.

### **Degree**

The major in Human Service Studies leads to the Bachelor of Arts degree.

### **Requirements**

A minimum of 47-50 credit hours are required for the degree. Requirements for the Human Service Studies major are:

#### **Core Requirements:** (32 credit hours)

HSS 100 Introduction to Human Service Studies (4)

HSS 200 The Helping Relationship (4)

HSS 220 General Case Management (4)

HSS 250/SOC 250 Social Science Research Methods (4) \*

HSS 300 Leading Groups and Communities (4)

HSS 400 Ethical and Cultural Issues (4)

HSS 450 Senior Seminar in Human Services (4)

MAT 131 Statistics for Social Science (4)

\*PSY 300/301 may be substituted for HSS/SOC 250 with permission of advisor.

#### **Complete additional courses for a minimum of 12 credit hours:**

HSS 310 Vulnerable Populations (4)

HSS 320 Play Therapy (4)

HSS 330 Parenting in Contemp Society (4)

HSS 340 Families as Systems (4)

HSS 350 Chemical Dependency (4)

HSS 360 Independent Study (1-4)

HSS 375 Administration of Non-Profits (4)

HSS 385 Program Evaluations and Outcomes (4)

HSS 390 Topics in Human Services (4)

HSS 398 Topics: International Preparation (1-4)

HSS 399 International Experience (1-4)

HSS 460 Advanced Research Project (2-4)



**Complete one of the following groups:**

Group 1: Traditional Undergraduates  
 INT 201 Career Connections (2)  
 INT 401 Professional Internship I (2) \*\*  
 INT 402 Professional Internship II (2) \*\*  
 \*\*INT 403 Extended Professional Internship may be substituted for the courses.

Group 2: Adult Post-Traditional Students:  
 INT 405 Professional Internship (3)

**Health Education and Promotion Major**

The Bachelor of Science degree in Health Education and Promotion prepares graduates with a population focus to develop and implement strategies to promote the health of individuals, populations, and communities. Built on a strong liberal arts foundation, graduates will develop a core group of skills including the ability to assess the needs, assets, and capacity of individuals or a population for health. Students will plan and implement health promotion activities including education, evaluate outcomes of health promotion activities, and advocate for the health of individuals, populations, or communities through a variety of methods, including community action coalitions, policy, and legislation development.

**Degree:** The major in Health Education and Promotion leads to a Bachelor of Science degree.

**Requirements:** Students are required to complete 54-57 hours in the major plus 16 credit hours in a health communication or generalist track.

**Writing Enriched Course Requirement**

The Writing Enriched Course for this major is met with HLT 201.

**Health Education and Promotion Major****Requirements (48 credits):**

BIO 213 Human Anatomy & Physiology I (4)  
 BIO 214 Human Anatomy & Physiology II (4)  
 HLT 101 Introduction to Health Education and Promotion (4)  
 HLT 201 Health Research & Informatics (4)  
  
 HLT 300 Epidemiology for Health Sciences (4)  
 HLT 301 Health Strategies and Interventions (4)  
 HLT 328 US Healthcare System (4)  
 HLT 401 Health Education and Promotion Senior Seminar (4)  
 HSS 385 Program Evaluations & Outcomes (4)  
 MAT 131 Statistics for Social Science (4)

NUR 205 Nutrition (3)  
 PSY 101 General Psychology (4)  
 PSY 210 Developmental Psychology (4)  
 or PSY 280 Health Psychology (4)

**Complete one of the following tracks:**Communication Track:

COM 326 Health Communication and Literacy (4)  
 COM 327 Global Communication and Culture (4)

*Complete two of the following:*

COM 307 Health Communication Campaigns (4)  
 COM 333 Health and Illness Narratives (4)  
 COM 401 Seminar (Health-related topic) (4)

Generalist Track:*Complete four of the following:*

COM 100 Public Speaking (4)  
 COM 307 Health Communication Campaigns (4)  
 COM 326 Health Communication (4)  
 COM 327 Global Communication and Culture (4)  
 COM 333 Health and Illness Narratives (4)  
 EDU 225 Needs of Diverse Learners (4)  
 EDU 245 Digital Literacies (4)  
 EDU 345 Intro to Balanced Literacy (4)  
 EDU 355 Schooling in the Context of Poverty and Working with English Language Learners (4)  
 HLT 360 Independent Study (4)  
 HLT 390 Topics in Health Education and Promotion (4)  
 HSS 300 Leading Groups & Communities (4)  
 HSS 310 Vulnerable Populations (4)  
 HSS 330 Parenting in Contemporary Society (4)  
 HSS 340 Families as Systems (4)  
 HSS 350 Chemical Dependency-Prevention and Education (4)  
 HSS 375 Administration of Non-Profits (4)

**Complete one of the following groups:**

Group 1: Traditional Undergraduates  
 INT 201 Career Connections (2)  
 INT 401 Professional Internship I (2) \*\*  
 INT 402 Professional Internship II (2) \*\*  
 \*\*INT 403 Extended Professional Internship may be substituted for the courses.

Group 2: Adult Post-Traditional Students:  
 INT 405 Professional Internship (3)

## Health Sciences Major

The Bachelor of Science degree in Health Sciences is a foundational, interdisciplinary degree that prepares students for professional health sciences graduate programs in a variety of fields, such as Masters in Occupational Health or Doctor of Physical Therapy programs. Graduates are eligible to apply for Queens accelerated bachelor of science in nursing (ABSN) program. Built on a strong liberal arts and science foundation, graduates develop knowledge required of those who practice in today's rapidly evolving healthcare environment. In the degree core courses, students learn about human functioning from a physiological and psychological perspective. Upper division courses expand the student's perspective when topics such as medical ethics, epidemiology, and the US healthcare system are explored. Coursework, combined with two internships, will foster the ability to analyze healthcare from a human and systems perspective. Students in the major choose from a healthcare studies track or bioscience track, depending on their future goals. Students have the opportunity to customize their coursework to meet requirements for graduate study.

### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with HLT 201.

**Requirements:** Students are required to complete a minimum of 55-57 hours in the major plus the appropriate internship requirement.

### Required Core Courses (44 credit hours):

BIO 213 Human Anatomy & Physiology I (4)  
BIO 214 Human Anatomy & Physiology II (4)  
HLT 102 Introduction to Health Sciences (4)  
HLT 201 Health Research & Informatics (4)  
HLT 300 Epidemiology for Health Sciences (4)  
HLT 301 Health Strategies & Interventions (4)  
HLT 328 US Healthcare Systems (4)  
HLT 402 Senior Seminar in Health Sciences (4)  
MAT 131 Statistics for Social Sciences (4)  
PHL 310 Biomedical Ethics (4)  
PSY 101 General Psychology (4)  
PSY 210 Developmental Psychology (4)

**Required Courses: Healthcare Studies (11 credit hours):** *Suggested track if interested in Master of Occupational Therapy graduate programs or second degree/accelerated BSN*

### program

BIO 120 Microbiology for Health Professions (4)  
NUR 205 Nutrition (3)

**Required Courses: Bioscience Track (24 credit hours):** *Suggested track if interested in Doctor of Physical Therapy graduate programs*

BIO 201 Cellular and Molecular Foundations (4)  
CHM 111 General Chemistry I (3)  
CHM 111L General Chemistry I Laboratory (1)  
CHM 112 General Chemistry II (3)  
CHM 112L General Chemistry II Laboratory (1)  
MAT 125 Math Functions (4)  
PHY 201 College Physics I (4)  
PHY 202 College Physics II (4)

### Complete one of the following groups:

Group 1: Traditional Undergraduates  
INT 201 Career Connections (2)  
INT 401 Professional Internship I (2) \*\*  
INT 402 Professional Internship II (2) \*\*  
*\*\*INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Adult Post-Traditional Students:  
INT 405 Professional Internship (3)

## Kinesiology Department

Kinesiology is an integrative science focusing on experiential and empirical study of human movement, exercise, performance, and sport management. The Kinesiology Department provides educational opportunities within a liberal arts environment.

### Majors

The Kinesiology Department offers two majors: Exercise and Sport Science and Sport Management.

### Degree

The majors in Exercise and Sport Science and Sport Management all lead to a Bachelor of Science (BS) degree.

## Exercise and Sport Science Major

The major in Exercise and Sport Science prepares students for the application of scientific principles to better understand and improve the outcomes of exercise and sport performance. The major contains 9 core courses but is an interdisciplinary field of study with additional science courses from

other departments, all preparing students for the examination of human movement from the perspective of practitioner (i.e. exercise rehabilitation specialist, coach etc.), performer (athlete), and scientist (researcher). The liberal arts curriculum ensures a holistic foundation for students interested in the scientific aspects of exercise and sport.

Graduates in this area may find employment opportunities in general fitness and wellness (corporate, hospital, university), cardiac/pulmonary rehabilitation, strength and conditioning coaching and instruction, and personal training. Students may also go on to further study in the areas of physical therapy, sports (i.e. sport psychology, sport physiology, sport sociology), or exercise (exercise physiology).

**Degree:** The major in Exercise and Sport Science leads to a Bachelor of Science degree.

**Requirements:** Students are required to complete 62-65 hours in the major.

#### Writing Enriched Course Requirement

The Writing Enriched Course Requirement for this Major is met with KIN 312.

#### Exercise and Sport Science Major Requirements (56 credit hours)

BIO 213 Human Anatomy & Physiology I (4)  
BIO 214 Human Anatomy & Physiology II (4)  
CHM 101 Chemistry for Life (3)  
    or CHM 111 General Chemistry I (3)  
CHM 101L Chemistry for Life Laboratory (1)  
    or CHM 111L General Chemistry I Lab (1)  
KIN 120 Foundations of Exercise and Sport Science (4)  
KIN 310 Sport Sociology (4)  
KIN 312 Nutrition for Exercise and Sport (4)  
KIN 314 Exercise and Sport Physiology (4)  
KIN 318 Biomechanics (4)  
KIN 412 Principles of Strength and Conditioning and Exercise Prescription (4)  
KIN 418 Exercise and Sport Psychology (4)  
KIN 420 Senior Seminar in Exercise and Sport Science (4)  
MAT 125 Mathematical Functions (4)  
    or MAT 140 Precalculus (4)  
PHY 201 College Physics I (4)

#### Complete one of the following courses:

KIN 110 Introduction to Sport Management (4)  
KIN 210 Sport History (4)  
KIN 220 Sport in Cinema and Television (4)

KIN 300 Motor Behavior (4)  
KIN 316 Independent Study in Exercise and Sport Science (1-4)  
KIN 350 Special Topics in Kinesiology (4)  
PSY 210 Developmental Psychology (4)  
PSY 250 Social Psychology (4)  
PSY 311 Infant and Child Development (4)  
PSY 313 Psychology of Adulthood and Aging (4)

#### Complete one of the following groups:

Group 1: Traditional Undergraduates

INT 201 Career Connections (2)

INT 401 Professional Internship I (2) \*\*

INT 402 Professional Internship II (2) \*\*

*\*\*INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Adult Post-Traditional Students:

INT 405 Professional Internship (3)

#### Sport Management Major

The major in Sport Management leading to the Bachelor of Science degree at Queens University of Charlotte prepares students for a variety of exciting sport-related careers. Students learn to plan, organize, establish, lead, and appraise within an organization or sector whose primary product and/or service is sport. The curriculum examines all levels of sport: community, youth, high school, collegiate, amateur, and professional. Students are prepared for entry-level sport management career opportunities and further study at the graduate level. An emphasis of this goal is to become an effective leader positively influencing others through sport and sport-related programming. The career opportunities within sport management are essentially limitless and include, but are not limited to, athletic director, sports marketing director, private facility management, promotions coordinator, sporting goods, media relations, and sales and event management.

**Requirements:** Students are required to complete 55-58 hours of core requirements.

#### Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with KIN 320.

#### Requirements for the Sport Management major

#### Core (52 credit hours):

KIN 110 Introduction to Sport Management (4)

KIN 230 Sport Governance & Administration (4)  
 KIN 320 Sport Marketing (4)  
 KIN 330 Sport Event & Facility Management (4)  
 KIN 340 Sport Policy and Ethics (4)  
 KIN 345 Sport Finance and Economics (4)  
 KIN 410 Sport Law (4)  
 KIN 475 Senior Seminar in Sport Management (4)  
 KIN 490 Sport Internship (12)

*Complete two of the following courses:*

COM 100 Public Speaking  
 COM 356 Sports Communication  
 COM 357 Sports Promotion and Publicity  
 GDN 110 Fundamentals of Graphic Design  
 GDN 111 Digital Photography  
 GDN 211 Image Making and Illustration  
 GDN 213 Motion Graphics  
 GDN 314 Interactive Design  
 MMS 101 Multimedia Storytelling or COM 101 Intro to Communication Studies  
 MMS 210 Digital Media Production  
 MMS 220 News Writing and Reporting  
 MMS 329 Sports Reporting  
 MMS 470 Adv Digital Media Production

**Complete one of the following groups:**

Group 1: Traditional Undergraduates  
 INT 201 Career Connections (2)  
 INT 401 Professional Internship I (2) \*\*  
 INT 402 Professional Internship II (2) \*\*  
 \*\*INT 403 Extended Professional Internship may be substituted for the courses.

Group 2: Adult Post-Traditional Students:  
 INT 405 Professional Internship (3)

## Minors

### EXERCISE AND SPORT SCIENCE MINOR

KIN 120 Foundations of Exercise and Sport Science (4)  
 KIN 312 Nutrition for Exercise and Sport (4)  
 \*KIN 314 Exercise and Sport Physiology (4)

Complete one of the following:

KIN 310 Sport Sociology (4)  
 KIN 418 Exercise and Sport Psychology (4)

**Total: 16 Hours**

*\*This course has a pre-requisite*

### HEALTH EDUCATION AND PROMOTION MINOR

HLT 101 Intro to Health Education and Promotion (4)

*Complete additional courses for total of 11-12 credit hours:*

HLT 201 Health Research and Informatics (4)  
 HLT 300 Epidemiology for Health Sciences (4)  
 HLT 301 Health Strategies & Interventions (4)  
 NUR 205 Nutrition (3)

**TOTAL: 15-16 Hours**

### HEALTH SCIENCES MINOR

HLT 102 Introduction to Health Sciences (4)

*Choose 3 of the following courses:*

BIO 120 Microbiology for Health Professions (4)  
 BIO 213 Human Anatomy & Physiology I (4)  
 BIO 214 Human Anatomy & Physiology II (4)  
 HLT 201 Health Research & Informatics (4)  
 HLT 300 Epidemiology for Health Sciences (4)  
 HLT 328 US Healthcare Systems (4)  
 MAT 131 Statistics for Social Science (4)  
 PHL 310 Biomedical Ethics (4)

**Total: 16 Hours**

### HUMAN SERVICE STUDIES MINOR

HSS100 Intro to Human Service Studies  
 HSS 220 Generalist Case Management

**Complete additional courses for a minimum of 8 credit hours:**

HSS 200 The Helping Relationship  
 HSS 250 Research Methods  
 HSS 300 Leading Groups and Communities  
 HSS 310 Vulnerable Populations  
 HSS 320 Play Therapy  
 HSS 330 Parenting in Contemporary Society  
 HSS 340 Families as Systems  
 HSS 350 Chemical Dependency  
 HSS 375 Administration of Non-Profits  
 HSS 385 Program Evaluations and Outcomes  
 HSS 390 Topics in Human Services  
 HSS 398 Topics: International Preparation  
 HSS 399 International Experience  
 HSS 400 Ethical and Cultural Issues

**TOTAL: 16 hours**

### PUBLIC HEALTH MINOR

*(Interdisciplinary minor housed in the Blair College of Health)*

HLT 200 Introduction to Public Health (4)  
 HLT 300 Epidemiology for Health Sciences (4)

*Complete 2 of the following courses for a minimum of 7 credits:*

BIO 120 Microbiology for Health Professions (4)  
 BIO 213 Human Anatomy and Physiology I (4)  
 BIO 214 Human Anatomy and Physiology II (4)  
 CHM 101/101L Chemistry for Life and Lab (4)  
 CHM 111/111L General Chemistry and Lab (4) \*

COM 101 Intro to Communication Studies (4) \*  
COM 307 Health Communication Campaigns (4) \*  
COM 326 Health Communication (4) \*  
COM 333 Health and Illness Narratives (4) \*  
HLT 101 Introduction to Health Education  
and Promotion (4)  
HLT 102 Introduction to Health Sciences (4)  
HLT 328 US Healthcare Systems (4)  
HSS 100 Introduction to Human Service Studies (4)  
HSS 310 Vulnerable Populations (4)  
MAT 130 Introductory Statistics (4)  
MAT 131 Statistics for Social Sciences (4)  
MMS 101 Intro to Multimedia Storytelling (4)  
MMS 359 Social Media and Audience (4) \*  
NUR 105 Medical Terminology (3) or  
NUR 205 Nutrition (3) \*\*  
PHL 310 Biomedical Ethics (4)  
PHL 325 Environmental Philosophy (4)  
PSY 101 General Psychology (4)  
PSY 210 Developmental Psychology (4)

**Total: 16 Hours**

*\*Pre-requisite course required.*

*\*\* Select one course, but not both to meet the 15-credit hour requirement.*

**SPORT MANAGEMENT MINOR**

KIN 110 Introduction to Sport Management (4)  
KIN 230 Sport Governance and Administration (4)  
KIN 320 Sport Marketing (4)  
KIN 340 Sport Policy and Ethics (4)

**Total: 16 Hours****SPORT STUDIES MINOR**

KIN 210 Sport History (4)  
KIN 230 Sport Governance and Administration (4)  
KIN 310 Sport Sociology (4)  
KIN 340 Sport Policy and Ethics (4)

**Total: 16 Hours**



## The Presbyterian School of Nursing

The Presbyterian School of Nursing offers a major in nursing leading to the Bachelor of Science in Nursing degree and a Master of Science in Nursing program (see **MSN Program**).

### The Bachelor of Science in Nursing Degree

The Bachelor of Science in Nursing (BSN) program provides a learning environment in which the individual can develop the knowledge, skills, and attitudes required of today's professional nurse. The BSN curriculum is built upon a strong liberal arts foundation that includes study in the arts and sciences. In addition to clinical practice, the curriculum is designed to prepare students for graduate studies in nursing. There are three tracks available to students: the traditional pre- licensure, accelerated (ABSN), and accelerated degree completion RN- BSN.

Emphasis for pre-licensure tracks is placed on clinical nursing practice in combination with classroom and instruction in the Christie and Jon Hunt Nursing Simulation Center. Graduates are prepared to practice professional nursing in a generalist role. Pre-licensure graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). The RN-BSN track at Queens offers a curriculum designed to meet the diverse learning needs of Registered Nurses who have completed an associate degree in nursing.

### Traditional Pre-Licensure Track

The traditional four-year baccalaureate degree track is a full-time, upper division, pre-licensure pathway to the BSN degree. This track is designed for students who may or may not have previous degrees. Following selection through a competitive admission process, students complete the upper division coursework in 4 academic semesters. All students in this track pay the Comprehensive Tuition rate.

### BSN Direct Admit Option

Direct admission to the BSN program means eligible students enter the upper division BSN program after meeting pre-requisite and general education requirements, excluding QCP 410. They are not required to apply for admission to the upper division through the competitive process.

Eligibility: To be considered for admission, incoming students must meet all of the following:

- Graduated from high school within 12 months prior to enrollment at Queens
- Minimum unweighted core high school GPA of 3.5 (no rounding)
- Incoming freshman only - students may not transfer into this upper division admission option after initial admission to Queens. Transfer students will not be considered.
- Progression criteria for students who accept BSN Direct Admission
- Must meet current course requirements of the pre-nursing course plan in 4 semesters. There may be exceptions to the order in which the students take the course depending on course availability.
- Once enrolled in Queens, all coursework must be completed at Queens.
- All BSN students are required to have a laptop that meets published Queens University specifications

Academic Criteria for progression to the upper division:

- maintain cumulative GPA of 3.0 (no rounding) in 30 credit hours or 3 semesters prior to enrollment, whichever is greater.
- maintain pre-requisite course GPA of 3.0 (no rounding) and earn a grade of C- or higher in first attempt at pre-requisite courses.
- at the time of transition to the upper division, meet the current Presbyterian School of Nursing Technical Standards and criteria for enrollment as stated on the website. This includes but is not limited to criminal background checks, drug screens, and immunization status.
- Students who do not meet progression requirements will be transferred to traditional pre-nursing, may continue with pre-nursing course work, and are eligible to apply for admission to the upper division through the competitive application process.

### Admission Information

To be considered for admission to the BSN program, all application material, including transcripts, must be received by the admissions office by the application deadline. Students with incomplete applications by the application deadline

and those who do not meet all of the minimal requirements will not be considered for admission. The admission process is competitive. The admission decision is based on the academic history of the applicant and ranking during each application cycle. Queens selects highest ranked candidates from those completing the application process. Meeting minimal requirements does not guarantee admission to the program.

**Minimal requirements to apply for admission to the pre-licensure BSN program.** Students who meet all of the criteria listed below are invited to submit an application.

- Full admission to the university.
- GPA from most recent 30 credit hours or 3 semesters, whichever is greater, post high school courses must be 3.0 or higher on a 4.0 scale, no rounding. If a course is repeated, the most recent grade will be calculated for the admission decision.
- Pre-requisite GPA of 3.0 or higher on a 4.0 scale, no rounding. If a course is repeated, the most recent grade will be calculated for the admission decision.
- No more than 2 pre-requisite courses may be in progress during the semester the application is submitted and all remaining pre-requisites must be completed. Only one of those courses in progress may be a science course (Anatomy & Physiology, or Microbiology). Applicants must submit proof of registration for outstanding courses indicating course completion prior to beginning nursing courses. Official transcripts from outstanding courses must be processed by the Queens Registrar's Office before students can begin nursing courses. Failure to complete courses or submit official transcripts, or earning grades that do not meet admission requirements will result in admission being rescinded.
- A minimum of 45 semester hours that apply to the degree completed prior to the semester of application.
- Students must complete all pre-requisite courses with a minimal grade of C- in both the didactic (class) and lab components of the course. The pre-requisite courses are:
  - NUR 205: Nutrition (4)
  - PSY 101: General Psychology (4)
  - PSY 210: Developmental Psychology (4)
  - BIO 120: Microbiology for Health Professions (with lab) (4)

- BIO 213: Anatomy and Physiology I (with lab) (4)
- BIO 214: Anatomy and Physiology II (with lab) (4)
- MAT 131: Introductory Statistics (4)
- QLC 130 or 230: Institutions & Society (4)
- Students holding a prior baccalaureate degree from an accredited institution are only required to complete the nursing pre-requisite courses in order to apply. University general education requirements are waived.
- Students applying to the ABSN track must have a baccalaureate degree from an accredited institution awarded prior to applying to the program, except for those students who earn their degree at Queens. Queens students with anticipated graduation in May are eligible to apply for ABSN admission in the same year.
- Pre-licensure students (BSN or ABSN) who have previously been enrolled in any nursing program must submit official and updated transcripts from that program. Previous enrollment in any nursing program may preclude consideration for admission regardless of current academic standing as determined by the BSN Qualification Committee (BSNQC).
- Students offered full or conditional admission must submit compliance material in sufficient time for review before compliance deadline. Students who fail to meet this deadline will have their offer of admission rescinded

Please see the current edition of the **PSON Student Handbook** for details on the specific policies and procedures for BSN students. The PSON reserves the right to have policies equal to or more stringent than the university policies.

### Grading

Please see the current edition of the **PSON Student Handbook** for details and grading scale. A final grade of "Unsatisfactory" in the clinical component of any nursing course automatically results in a course grade of F.

### Degree Requirements

Candidates for the Bachelor of Science in Nursing degree are required to fulfill all university graduation requirements as well as the requirements for the Nursing major. A student who has earned a bachelor's degree from an accredited university and who has been admitted to pursue a second

bachelor's degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a student seeking a second-degree must meet the university's residency requirements and all requirements for the major leading to the second degree.

Requirements for the Nursing Major for pre-licensure students are:

*Prerequisite courses to the major with credit hours:*

BIO 120 Microbiology for Health Professions (with lab) (4)  
 BIO 213 Human Anatomy & Physiology I (with lab) (4)  
 BIO 214 Human Anatomy & Physiology II (with lab) (4)  
 MAT 131 Statistics for Social Science (4)  
 NUR 205 Nutrition (3)  
 PSY 101 General Psychology (4)  
 PSY 210 Developmental Psychology (4)  
 QLC 130, 230, or 330 Institutions & Society (4)  
*Transfer credit is evaluated on an individual basis*

Nursing major requirements for pre-licensure students. Transfer credit is not awarded for upper division nursing courses:

NUR 301 Health Assessment across the Lifespan (4)  
 NUR 305 Pathophysiology (3)  
 NUR 307 Concepts of Mental Health Nursing (3)  
 NUR 309 Pharmacological Interventions (3)  
 NUR 370 Concepts of Professional Nursing (3)  
 NUR 375 Health Informatics (3)  
 NUR 391 The Art & Science of Nursing I (6)  
 NUR 396 The Art & Science of Nursing II (6)  
 NUR 470 Gerontological Nursing (3)  
 NUR 474 Research and Evidence (3)  
 NUR 475 Leadership Development (3)  
 NUR 491 The Art & Science of Nursing III (6)  
 NUR 495 The Art & Science of Nursing IV (7)  
 NUR 496 The Art & Science of Nursing V (4)  
 NUR 497 The Art & Science of Nursing VI (1)

**Total program nursing major requirements: 58 hrs.**

Students admitted to the BSN program in fall 2022 and afterward will take the upper division nursing courses below:

NUR 302 Fundamentals of Nursing (8)  
 NUR 303 Pathophysiological Processes (4)  
 NUR 304 Comprehensive Health Assessment (4)  
 NUR 310 Medical Surgical Nursing I (8)  
 NUR 311 Pharmacological Therapeutics (4)

NUR 312 Mental Health Nursing (4)  
 NUR 402 Pediatric Nursing (4)  
 NUR 403 Women's Health (4)  
 NUR 404 Applied Informatics and Evidence-Based Practice (4)  
 NUR 410 Medical-Surgical Nursing II (9)  
 NUR 411 Community Health Nursing (4)  
 NUR 412 Professional Practice (4)  
**Total program nursing major requirements: 61 hrs.**

### Accelerated Pre-Licensure Track

The Accelerated Bachelor of Science in Nursing (ABSN) track offers adult students who already hold a bachelor's degree the opportunity to complete the BSN curriculum in 3 consecutive semesters, beginning in May each year. Students in the ABSN track are admitted to Queens through the Undergraduate Admissions Office.

### Admission Information

Applications are accepted for full time enrollment and with a summer admission only. The track is completed in three consecutive semesters.

Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose academic history indicates a strong likelihood for success in the bachelor degree curriculum. Queens selects highest ranked candidates from those completing the application process and meeting the minimum admission requirements. Meeting minimal requirements does not guarantee admission to the program.

Applicants are encouraged to complete the application process well in advance of the respective deadline. Students with incomplete applications and those who do not meet all of the minimal requirements will not be considered for admission.

Students with incomplete applications by the posted application deadline and those who do not meet all of the minimal requirements will not be considered for admission.

### Admission Requirements\*

- A bachelor's degree from a regionally accredited college or university awarded prior to application to the program. The exception are those students who earn their degree at Queens. Queens' students with anticipated

graduation in May are eligible to apply for ABSN admission the same year.

- Full admission to the university.
- GPA from most recent 30 credit hours or 3 semesters, whichever is greater, post high school courses must be 3.0 or higher on a 4.0 scale, no rounding. If a course is repeated, the most recent grade will be calculated for the admission decision.
- Pre-requisite GPA of 3.0 or higher on a 4.0 scale, no rounding. If a course is repeated, the most recent grade will be calculated for the admission decision.
- No more than 2 pre-requisite courses may be in progress during the semester the application is submitted and all remaining pre-requisites must be completed. Only one of those courses in progress may be a science course (Anatomy & Physiology, or Microbiology). Applicants must submit proof of registration for outstanding courses indicating course completion prior to beginning nursing courses. Official transcripts from outstanding courses must be processed by the Queens Registrar's Office before students can begin nursing courses. Failure to complete courses or submit official transcripts, or earning grades that do not meet admission requirements will result in admission being rescinded.
- Pre-licensure students (BSN or ABSN) who have previously been enrolled in any nursing program must submit official and updated transcripts from that program. Previous enrollment in any nursing program may preclude consideration for admission regardless of current academic standing as determined by the BSN Qualification Committee (BSNQC).
  - All BSN students are required to have a laptop that meets published Queens University specifications

*\*Any updates or revisions to admissions requirements will be posted on the Bachelor of Science in Nursing website.*

Students admitted to any nursing program are required to submit criminal background checks, and drug screens among other required documentation. Criminal background checks could reveal any prior criminal history including charges that have been expunged. Clinical facilities review

compliance materials and grant approval for students to complete requirements at their facility. Results of the review of compliance records could result in the inability to be placed in a clinical facility and prohibit completion of the program. Individual state boards of nursing make the determination of a candidate's eligibility for licensure. Permission to participate in clinical during the program does not guarantee clearance for licensure. Students should contact the state board of nursing in the intended state of licensure for more information.

Students who were previously enrolled in any registered nursing program must submit the following for individual consideration during the admission review process:

- Official and updated transcripts from all previous programs
- Failure to disclose enrollment in a prior nursing program will disqualify the student's application and/or result in dismissal from the program.

Students must meet all technical standards as stated in the **PSON Student Handbook** prior to enrollment.

**Nursing Specific Policies and Procedures** Please see the current edition of the **PSON Student Handbook** for details on the specific policies and procedures for BSN students. The PSON reserves the right to have policies equal to or more stringent than the university policies.

### Grading

Please see the current edition of the **PSON Student Handbook** for details and grading scale. A final grade of "Unsatisfactory" in the clinical component of any nursing course automatically results in a course grade of F.

### Degree Requirements

A student who has earned a bachelor's degree from an accredited university and who has been admitted to pursue a second bachelor's degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second-degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree.



**Requirements for the Nursing Major for pre-licensure students are:**

*Prerequisite courses to the major with credit hours:*

BIO 120 Microbiology for Health Professions (with lab) (4)  
 BIO 213 Human Anatomy & Physiology I (with lab) (4)  
 BIO 214 Human Anatomy & Physiology II (with lab) (4)  
 MAT 131 Statistics for Social Science (4)  
 NUR 205 Nutrition (3)  
 PSY 101 General Psychology (4)  
 PSY 210 Developmental Psychology (4)  
 QLC 130, 230 or 330 Institutions & Society (4)  
*Transfer credit is evaluated on an individual basis*

*Nursing major requirements for pre-licensure students. Transfer credit is not awarded for upper division nursing courses:*

NUR 301 Health Assessment across the Lifespan (4)  
 NUR 305 Pathophysiology (3)  
 NUR 307 Concepts of Mental Health Nursing (3)  
 NUR 309 Pharmacological Interventions (3)  
 NUR 370 Concepts of Professional Nursing (3)  
 NUR 375 Health Informatics (3)  
 NUR 391 The Art & Science of Nursing I (6)  
 NUR 396 The Art & Science of Nursing II (6)  
 NUR 470 Gerontological Nursing (3)  
 NUR 474 Research and Evidence (3)  
 NUR 475 Leadership Development (3)  
 NUR 491 The Art & Science of Nursing III (6)  
 NUR 495 The Art & Science of Nursing IV (7)  
 NUR 496 The Art & Science of Nursing V (4)  
 NUR 497 The Art & Science of Nursing VI (1)  
**Total program nursing major requirements: 58 hrs.**

Students admitted to the ABSN option in May 2023 and afterward will take the upper division nursing courses below:

NUR 302 Fundamentals of Nursing (8)  
 NUR 303 Pathophysiological Processes (4)  
 NUR 304 Comprehensive Health Assessment (4)  
 NUR 310 Medical Surgical Nursing I (8)  
 NUR 311 Pharmacological Therapeutics (4)  
 NUR 312 Mental Health Nursing (4)  
 NUR 402 Pediatric Nursing (4)  
 NUR 403 Women's Health (4)  
 NUR 404 Applied Informatics and Evidence-Based Practice (4)  
 NUR 410 Medical-Surgical Nursing II (9)  
 NUR 411 Community Health Nursing (4)  
 NUR 412 Professional Practice (4)

**Total program nursing major requirements: 61 hrs.**

**RN- BSN Degree Completion Track**

The RN-BSN track at Queens offers a curriculum designed to meet the diverse learning needs of Registered Nurses who have completed an associate degree in nursing. The length of the degree will vary, depending upon prior academic preparation and individual course plans. Students in the RN-BSN track are admitted to Queens through Undergraduate Admissions Office.

**Admission Information**

Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the bachelor degree curriculum. Queens selects the highest ranked candidates from those completing the application process and meeting the minimum admission requirements.

**RN-BSN Track Admission Requirements\***

- Admission to Queens.
- A minimum 2.0 cumulative GPA on all previous course work and in course prerequisites.
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment)
- May have no more than 2 prerequisites in progress at the time of application
- Evidence of a current unrestricted license to practice as a registered nurse in the state in which you will complete any practice requirements of the program.
- Students must meet all technical standards as stated in the **PSON Student Handbook** prior to enrollment.

**Transfer Credit**

See the "Evaluation of Transfer Credit" policy.

**Nursing Specific Policies and Procedures**

Please see the current edition of the **PSON Student Handbook** for details on the specific policies and procedures for BSN students. The PSON reserves the right to have policies equal to or more stringent than the university policies.

**Grading**

Please see the current edition of the **PSON Student Handbook** for details and grading scale.



**Degree Requirements**

Candidates for the Bachelor of Science in Nursing degree are required to fulfill all university graduation requirements as well as the requirements for the Nursing major.

**Requirements for the RN-BSN Track:**

*Prerequisite courses for the track with credit hours:*

BIO 120 Microbiology for Health Professions (with lab) (4)

BIO 213 Human Anatomy & Physiology I (with lab) (4)

BIO 214 Human Anatomy & Physiology II (with lab) (4)

MAT 131 Statistics for Social Science (4)

PSY 101 General Psychology (4)

PSY 210 Developmental Psychology (4)

QLC 130, 230, or 330 Institutions & Society (4)

*Transfer credit is evaluated on an individual basis*

*Nursing major courses for RN-BSN students must be taken in the following sequence. Transfer credit is not awarded for upper division nursing courses:*

NRN 310 Nursing: A Practice Discipline (3)

NRN 301 Health Assessment Across the Lifespan (4)

NRN 474 Research and Evidence (3)

NRN 470 Gerontological Nursing (3)

NRN 375 Health Informatics (3)

NRN 475 Leadership Development (3)

NRN 402 Public Health and Community Health Nursing (4)

NRN 454 Nursing Perspectives (3)

NRN 442 RN-BSN Synthesis (4)

**Total program nursing major requirements: 30 Hrs**

\*Upon completion of NRN 310 as validation, RNs will be awarded 36 credits toward the degree for previous academic work.

**Residency Requirement**

The residency requirement for students in the RN-BSN track is 32 hours.

**MSN Admission requirements:**

See the **MSN section** of the Catalog for current requirements.

## Undergraduate Academic Policies

See also *Student Rights and Responsibilities* and *The Honor Code*

### Academic Responsibility

While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree.

### Academic Advising

To assist the student with this responsibility, each student is assigned an academic advisor. It is the student's responsibility to schedule appointments with his or her academic advisor as often as necessary in order to plan course schedules for each term, and to discuss current academic questions and problems.

### Academic Standing – Warning, Probation and Dismissal

The faculty has established standards of satisfactory academic progress which are administered by the University's Undergraduate Student Qualifications Committee (U-SQC).

#### Determining Academic Standing

Queens University of Charlotte reviews the records of all enrolled undergraduate students at the end of each term who have attempted a minimum of twelve (12) credit hours. Attempted credits include transfer credits and courses that earn a grade of W or F.

Students must maintain a cumulative grade point average for classes completed at Queens University that meets or exceeds the minimum cumulative GPA requirement. Failure to maintain satisfactory academic progress will result in dismissal from the university. For Financial Aid implications related to satisfactory academic progress, see the Financial Aid policy.

The statements following identify the classifications of academic standing.

- Good standing in the university occurs when a student earns a semester and cumulative GPA at or above 2.0
- Warning occurs when a student earns a semester GPA below 2.0
- Probation occurs when a student earns a cumulative GPA under 2.0
- Dismissal occurs when a student earns a cumulative GPA under 2.0 in two consecutive semesters attempted

#### Academic Warning

A student placed on Academic Warning may continue to represent the University, but is advised to limit his/her non-academic pursuits.

#### Academic Probation

A student whose cumulative GPA falls under 2.0 will be placed on Academic Probation.

Students on probation:

- Must meet with an academic advisor in the Center for Student Success prior to the start of the following term to create an Academic Success Plan. An Academic Success Plan provides students with guidelines to improve their academic standing, and;
- May not enroll in more than five (5) courses (not to exceed 16 credits) in any one term; students must earn a letter grade in all registered courses. Students are not eligible to receive a grade of Incomplete, and;
- May not represent the University in off-campus extracurricular activities, participate in varsity athletics, hold campus office or run for campus office, until the probation or sanction is lifted.

#### Academic Dismissal

Students on Academic Probation must bring their cumulative GPA to a 2.0 at the end of the term. Failure to

achieve the 2.0 minimum will result in Academic Dismissal.

Full-time first-year students only cannot be dismissed until he/she has attempted at least twenty-four (24) credits.

**Appeal to Academic Dismissal**

A student has the right to present a written appeal of academic dismissal by providing additional information concerning academic performance to the University's Student Qualifications Committee (U-SQC).

The appeal must be submitted electronically by the student to the Dean or Dean's designee in the School or College in which the student's major is housed. The deadline for appeals of academic dismissal is defined in the student's dismissal letter. Once the student's appeal has been reviewed the student will be notified of the decision. If the appeal is granted, the student will return on Academic Probation. Decisions of the committee in regard to a student appeal are final.

**Readmission Following Academic Dismissal**

A student who has been academically dismissed from the University may apply for readmission. The student must take a full Fall or Spring term away from the institution before applying for readmission.

To reapply, the student must submit the following items:

- An application for readmission;
- Official transcripts for any course(s) taken at another institution (minimum grades of C- must be earned in all courses taken);
- Submit a personal statement outlining their goals and accomplishments since leaving Queens, including why they wish to return.

A student readmitted after dismissal will be placed on Academic Probation. Readmitted students are subject to the academic requirements in effect at the time of readmission.

**Adding a Second Major After Graduation**

Queens alumni who wish to return to add a second major may do so by fulfilling only the major requirements as stipulated in the catalog for the year of re-entry to Queens, so long as the second major leads to the same degree already earned.

**Admission of Undergraduates to Graduate Study**

The following policies apply unless a student has been admitted to a special program:

Seniors at the university with a cumulative grade point average of 3.5 or better may seek approval to enroll in a graduate course at Queens. Written approval by the department or school offering the course is required prior to registration. Approval is not automatic. A full-time student who is approved to take a graduate course should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course. All students will be charged the graduate program rate. These graduate credit hours may be counted toward the credit hours required for the baccalaureate degree, and toward the residency requirement (6 hours max). The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program. Note: financial aid may not apply to these courses. The student should speak with his/her financial counselor.

**Catalog of Entry**

In general, a student must fulfill the degree and major requirements set forth in the Catalog which was current when the student matriculated. Other academic policies amended while a student is enrolled at Queens may well be deemed to apply regardless of the policies stated in the Catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry and that right is reserved. Should a student leave the University and be readmitted, their catalog of entry will change to the catalog in effect at the time of their return.

**Class Attendance**

In general, students are expected to attend all class sessions. Specific policies are set for each course by individual faculty members and should be printed in the syllabus and announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course.

A faculty member will, if possible, allow a student to make up or complete academic assignments when the student misses class because of illness or for other justifiable reasons. A faculty member will, if possible, allow one additional absence beyond the number normally permitted to a student who misses class while representing the University at official University functions and will, if possible, allow a student to make up missed quizzes or make other arrangements for missed quizzes or tests. It is the student's responsibility to notify the professor of such absences in advance and in writing.

It is expected that a student will only use other absences for legitimate purposes such as personal or family illness or crises. It is a violation of the Honor Code for a student to be untruthful about a class absence.

The student is always responsible for notifying faculty of anticipated absences. University offices may not excuse students for class absences. They may, however, notify faculty members upon request when illness or grave circumstances beyond the student's control necessitate a class absence.

### **Degrees**

All candidates for the baccalaureate degree are required to meet all degree requirements as well as the requirements for the major. Each major leads to either a Bachelor of Arts (BA) degree, a Bachelor of Science (BS) degree, a Bachelor of Music (BM) degree, a Bachelor of Science in Nursing (BSN) or a Bachelor of Business Administration (BBA) degree.

The BA degree is a liberal arts degree. It provides general knowledge in many fields and emphasizes intellectual skills such as thinking, problem solving, reasoning, and judgment. The primary goal of a liberal arts degree is to develop an educated citizen, the traditional objective of a college education, and to prepare the student for a wide range of career options.

The BS degree is more specialized than the BA, emphasizing science or technology skills. Majors in Biology, Biochemistry, Chemistry, Environmental Chemistry, and Environmental Science lead to the Bachelor of Science Degree. The Biology department and the Chemistry and Environmental Science department also offer majors in Biology and Chemistry leading to the Bachelor of Arts degree.

The BM, BSN and BBA degrees are more specialized. A major in Music Therapy leads to a Bachelor of Music degree, while a major in Nursing leads to a Bachelor of Science in Nursing degree. The majors of Accounting, Business Administration, Management, Marketing and Finance lead to a Bachelor of Business Administration degree.

### **Three-Year Degree Completion**

Queens University of Charlotte offers the highly motivated and self-disciplined full-time student the opportunity to complete a bachelor's degree in three years instead of the traditional four. The interested student should contact his or her academic advisor to determine if all requirements for the major and degree of interest can be completed within 3 years. If so, then with the advisor's approval the student and advisor should then complete a plan of study for the student, listing all degree requirements (major, minor, general education, etc.) to be completed and the specific terms, including summers, in which they should be taken.

### **Course Load**

#### **Course load for students admitted to the undergraduate program**

The University considers 12-16 hours as a normal full-time course load during fall or spring semester but recognizes that some majors or programs could require more in some semesters. Should a student wish to enroll for more than 20 hours, he or she may do so but must have a 3.000 grade point average and permission of his or her advisor. A student who wishes to enroll for more than 20 hours, but does not have at least a 3.000 grade point average, must have the permission of his or her advisor as well as the advisor's department chair. Exceptions for music therapy majors will be made by the director of the music therapy program.

Adult students attending Queens in the evening while working full time typically carry from six to nine credit hours per term. A student who wishes to take more than 12 hours should consult the academic advisor.

**Credit Hour**

As per the federal Department of Education definition\* of a “credit hour,” the designation of course credit is determined by the following four factors: (1) the number of faculty/student actual contact hours per week; (2) the number of hours required outside of the classroom (beyond contact hours) for completion of the course; (3) participation in labs and clinicals according to formulae developed in each academic unit in accordance with mandates by accrediting bodies; and (4) the length of the term of instruction. The academic units are responsible for the assigning of course credit during the curricular approval process, which begins at the department/school level and involves the Academic Policy Committee and President’s Council Executive Committee (for substantive change as per SACS regulations). The Provost has oversight over course credit across the university.

**Dean’s Lists**

**Full-Time Students:** List is compiled naming those full-time undergraduate students who qualified during that Each semester, the Dean’s semester. To be eligible, degree candidates who have completed a minimum of 12 credits on a graded basis with a minimum grade point average of 3.500 with no grades of incomplete. Courses in which the grade of “P” is earned will not count towards the 12-credit minimum.

**Part-Time Students:** Each summer the Dean’s List is compiled naming those part-time undergraduate students who qualified during the academic year. (The academic year begins with the fall term, continues through the spring term, and concludes with the summer term). To be eligible, degree candidates who have completed, during this time period, a minimum of 12 credits on a graded basis with a minimum grade point average of 3.500 with no grades of incomplete. Courses in which the grade of “P” is earned will not count towards the 12-credit minimum.

**Double Dipping: Using One Course to Meet Two Requirements**

Students may use no more than two courses to satisfy at most two separate graduation requirements each. Proficiency Requirements are exempt from this double dipping policy. *See also related policy under **Minors**.*

**Elective courses**

In consultation with the faculty advisor, a student chooses elective courses to complete the minimum number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

**Eligibility to Represent the University**

Students who are on academic probation, on social probation for six weeks or longer, or suspended from a class or from the University, are not eligible to represent the University in off campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

**Earning Double Majors**

A student may double major by completing all requirements in two different majors that lead to the same baccalaureate degree. Departmental restrictions may apply. The student who wishes to double major should check with his or her advisor. *See also **Double Dipping Policy***

**Earning Dual Degrees Simultaneously**

A student may earn two different bachelor degrees simultaneously provided that he or she completes different majors leading to different degrees, and earns at Queens at least 30 additional credit hours beyond the minimum hours required for a single bachelor’s degree. *See also **Double Dipping Policy***

**Earning a Second Bachelor’s Degree**

A student who has earned a bachelor’s degree from a regionally accredited university and who has been admitted to



pursue a second bachelor degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second-degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree. The residency requirement for second degree candidates is reduced from 45 credit hours to 30 credit hours. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

### Grade Point Average

A student's cumulative grade point average at Queens is based solely on academic work at Queens and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted.

### Grades

Students can obtain final course grades on-line through myAccount. Midterm reports are issued to students in the traditional undergraduate program in the fall and spring terms to indicate special difficulties in course work in progress. Only final course grades are permanently recorded.

### Grade Scale

Queens uses the following system of grades and grade point values per credit hour for undergraduate classes:

Grade	Grade Point Value	Interpretation
A	4.000	Superior
A–	3.700	
B+	3.500	
B	3.000	Good
B–	2.700	
C+	2.500	
C	2.000	Satisfactory
C–	1.700	
D+	1.500	
D	1.000	Poor
F	0.000	Fail
P	(0)	Pass
AU	(0)	Audit

W Withdrew – no effect on grade points

I Incomplete "I" is a temporary grade that will become a letter grade upon either completion or the end of the time period for completion. No effect on grade points.

IP In Progress. "IP" is a temporary grade used on a transcript printed before the end of the term and will be replaced by letter grade upon completion of the term. No effect on grade points.

*Students should refer to their course syllabi for each letter grade's corresponding numerical percentage as schools, colleges or instructors grading scales may vary.*

### Pass/No Record

Pass/No Record (P/NR) is a grading system designed to encourage students to explore new areas. The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D or F, the "Z" designation is used on the student's grade report but is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average.

Some courses are designated P/NR for all students. Other courses may not be taken P/NR by any students. A student may take up to two elective courses per academic year, but no more than one course per term, on a P/NR basis. Only elective courses may be taken on a P/NR basis. A course that will meet a specific degree

requirement, such as a general education requirement or major requirement, may be taken on a P/NR basis only with special permission.

A student must request the P/NR grade status at registration or during the drop/add period. However, the student who has begun a course with the P/NR grade status can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course." The student is responsible for requesting this change in writing from the Registrar's Office prior to this deadline. The credit for a course designated as P/NR may not count in the total credits for full-time load.

**Pass/Fail**

Pass/Fail is the grading system used for specially designated courses. The grade of "P" is recorded when a student earns a grade of C– or better in the course. An F is recorded when the work is unsatisfactory. "

**Incomplete**

The grade of Incomplete (I) is given at the discretion of the instructor and only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. The instructor is responsible for completing the appropriate form from the Office of the Registrar. The student is responsible for arranging to complete incomplete work. A grade of "I" received during fall term must be changed to a regular letter grade by the end of the fourth full week of regular classes of spring term; an "I" received during spring term or summer term must be changed to a regular letter grade by the end of the fourth full week of regular classes of fall term. However, a student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 72 hours prior to the first day of class for the subsequent term. A grade "I" automatically becomes an "F" if the student fails to make up incomplete work satisfactorily by the above deadlines. Conversion of an "I" to a regular grade may affect financial aid.

The Undergraduate Student Qualifications Committee (U-SQC) will review end-of-term transcripts of students who receive an "I." The U-SQC will regard the Incomplete as grade neutral; therefore, the "I" will not affect the student's grade point average until the "I" is converted to a regular grade. Nor will the "I" impact the potential of academic sanctions resulting from a student's term and/or cumulative grade point average.

**Grade Appeals**

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

**Greater Charlotte Consortium**

Full-time students paying the University's comprehensive fee may register on a space-available basis, with no additional tuition, for a course with another institution in the Greater Charlotte Consortium if the course is not offered at Queens. Further information can be found <https://greatercharlotteconsortium.org/>

Consortium members include: Belmont Abbey College, Central Piedmont Community College, Davidson College, Johnson and Wales University (Charlotte campus), Livingstone College, Pfeiffer University, Queens University of Charlotte, Rowan-Cabarrus Community College, University of North Carolina-Charlotte, Wingate University and Winthrop University.

**Independent Study/Directed Reading**

The Independent Study or Directed Reading offers motivated students an opportunity to work with a faculty member on a specialized academic project in the major. Students should be in the junior or senior year, have completed all necessary prerequisites, and be in good academic standing to apply. An Independent

Study/Directed Reading must be approved by the faculty member who has agreed to supervise the work, his/her department chair and dean. Students requesting Independent Study/Directed Reading must complete appropriate approval documentation, available from the Registrar's Office. Completed forms should be submitted to the Registrar's Office during the appropriate add/drop period. Course credit hours and prerequisites may vary – see the Catalog course descriptions.

**Independent Coursework**

A student is expected to take requirements when they are normally offered. Normally a student who has failed to take a course as scheduled will be expected to wait until it is offered again. In extraordinary circumstances a student may petition the university to offer a requirement for a single student. Approval of the faculty member, his/her department chair if applicable, and dean are required. The student will be expected to work independently following the course syllabus and meet as required by the supervising faculty member. A student who wishes to request that a requirement be offered as Independent Coursework must complete the appropriate approval form, available from the Registrar's Office, including all required signatures. Completed forms should be submitted to the Registrar's Office during the appropriate add/drop period.

**Majors**

A bachelor's degree requires the satisfactory completion of a major. The purpose of a major is twofold: to give the student an opportunity to achieve an appropriate level of mastery in a field of study and to enable the student to acquire knowledge, skills and perspectives which may help to make him or her effective in a career. A student will work with his or her faculty advisor to make a wise choice of a major.

At least 50 percent of the credit hours required for the major must be earned at Queens. In addition, the University requires a minimum grade point average in the major of 2.000 for graduation. Some majors may require a higher minimum GPA.

**Declaration of a Major and Admission to the Major**

Each full-time student is required to make application to a major no later than the pre-registration period of the second term of the sophomore year. Typically, after the student is admitted to a major a faculty member in the major field will be assigned as the student's academic advisor.

The student must submit a formal application using the process defined by the department or school in which the major resides. Admission to a major is not automatic and prerequisites may be required. Students interested in a major which requires prerequisites *prior* to application should declare intention as early as possible so that an advisor can help select the appropriate prerequisite courses.

When a student is admitted to a major offered by the McColl School of Business, Cato School of Education or Presbyterian School of Nursing, the student will be simultaneously admitted to that School.

Students should be aware that major programs may have additional policies that apply to that major, including admission requirements and retention policies. Students are required to complete all requirements and follow all policies of their major

**Minors**

A minor consists of a minimum number of hours and a prescribed program of courses. All courses in the minor must be completed with a minimum grade point average of 2.000. At least 50 percent of the credit hours required for the minor must be completed at Queens. Only one course may be used to complete both a minor requirement and another graduation requirement. Minors must be approved by the faculty advisor for the student's major. See also ***Double Dipping Policy***

**Self-Designed Minor**

A student, in consultation with the faculty advisor and other faculty members, may design his or her own minor. Forms to request a self-designed minor are available in the Office of the Registrar. The student must submit the completed form, signed by the faculty advisor and the heads of all schools or departments involved, to the Registrar. The Registrar will obtain final approval from the advisor's Curriculum Committee and will then notify

the student. The student must meet all of the requirements listed in the above Minors section.

**Graduation**

A student may receive a degree only after meeting all degree requirements.

**Graduation Application**

It is the student's responsibility to be aware of progress toward the degree and to submit a completed *Application for Graduation* form to the Registrar's Office by the deadline posted on the Registrar's web site. Students should apply on-line through the Registrar's Office web site.

**Graduation with Latin Honors**

Summa cum laude, magna cum laude, and cum laude honors are awarded by the University for academic excellence. Summa cum laude is awarded to undergraduate students who have a grade point average of 3.850; magna cum laude is awarded to students who have a grade point average of 3.650; and cum laude to students who have a grade point average of 3.500. The grade point average will be determined only by work taken at Queens, and a student must have completed at least 60 hours at Queens to be eligible for graduation with honors.

**Commencement Exercises**

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

**Diplomas**

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony.

**Leave of Absence**

With the endorsement of the academic advisor, a student in good standing (with a cumulative GPA of 2.100 or above) may request a leave of absence from Queens. A student in the traditional undergraduate program may be granted a leave of absence for up to two consecutive terms. A post-traditional student may be granted a leave of absence for up to three terms including the summer term. Approval for a leave of absence may be granted for medical or personal reasons, or to enroll in an off-campus academic program or experience that supports the student's program of study. If the student plans to take courses away while on leave, prior approval must be received for all courses to be taken at other institutions to ensure those credits will transfer and apply to the degree program at Queens. Students should be aware that upon return to Queens, re-entry to some majors may be restricted due to such factors as enrollment limits. Contact the Registrar's Office for more information.

**Returning from a Leave of Absence**

A student returning from an approved leave of absence should contact the Office of the Registrar prior to his/her return to Queens. If returning within the approved timeframe (two academic terms) the student may simply resume the degree and major programs in effect at the time leave was granted (their original catalog of entry). In addition, if the student was given prior approval to enroll in another institution while absent from Queens, the student must request a copy of the transcript be sent to the Queens Registrar for review of the transfer credit. A student who does not return within the allotted timeframe will be considered an inactive student and must apply for readmission in order to return.

**Non-Degree Student**

Non-degree students may attempt no more than a cumulative total of 15 credit hours unless admitted to a specific non-degree program of study requiring more than 15 hours. After attempting 15 credit hours the non-degree student must either apply for admission as a degree candidate or request special permission to continue. Non-degree students must maintain a grade point average of 2.000 comply with all University policies and regulations.

**Registration**

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar. An undergraduate may register for any undergraduate course for which they have the prerequisites as long as space is available and there are no special restrictions on the course.

**Repeated Courses**

Some courses are specifically listed “may be repeated for credit.” The following policies refer to repeating any other course. A student may repeat a course only once, either at Queens, or at another regionally accredited institution with prior approval of the appropriate department chair or dean. If the course is repeated at Queens, only the most recent grade will count towards the student’s cumulative grade point average and no new credit hours will be awarded. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus, only the original grade will be figured into the cumulative grade point average. No matter where the course is retaken the original grade will remain on the student’s record. No more than two courses in the student’s major field may be repeated. Academic departments or schools may have additional policies on repeated courses for a particular degree program. Tuition is charged for all repeated courses.

**Dropping or Adding a Course - See also *Withdrawal and Financial Obligations*.**

The drop and add period is limited. The deadline is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar’s Office web site. When a course is dropped during the Drop/Add period that course is not reflected on the student’s transcript. A student who drops all courses at Queens in his or her first semester of attendance will be required to complete the admission process should they wish to return to the University.

**Withdrawal from a Course**

After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar’s Office web site. A status of “W” will be recorded if the student withdraws during the withdrawal period.

**Late Withdrawal from a Course**

After the deadline for withdrawal, a student may only withdraw from a course with the approval from the Student Qualifications Committee.

**Withdrawal Due to Extenuating Circumstances**

Undergraduate students may request a withdrawal from a previously completed semester due to extenuating circumstances. These may include, but are not limited to:

- Serious medical condition that renders student unable to complete all classes in a given semester (this can be retroactive for ONE YEAR from the semester requested)
- Serious family emergency that renders student unable to complete all classes in a given semester

Students should speak with their advisor first to see if this request is applicable. Note that medical and other supporting documentation will be required. Requests for a Withdrawal Due to Extenuating Circumstances will be reviewed by the University Student Qualifications committee.

**Auditing Courses**

The student receives no credit for an audited course, but the grade “AU” will appear on the student’s transcript. Drop/Add and course withdrawal policies apply to audited courses and auditors are expected to attend class regularly. Some courses may be closed to auditors. Regular tuition charges apply. An undergraduate who is enrolled in 12 to 16 credit hours and maintaining a cumulative grade point average of 3.000 or better may audit a course with the prior approval of the advisor and the Registrar.

**Abandoning a Class**



A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class.

### **Student Status**

#### **Class Status**

Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours. A sophomore has earned 24 to 51 credit hours. A junior has earned 52 to 89 credit hours. A senior has earned 90 or more credit hours.

#### **Full-Time / Part-Time Status**

Undergraduates enrolled in 12 or more credit hours per term are considered full-time students. Undergraduates enrolled in 1-11 credit hours per term are considered part-time students.

#### **Transfer Students**

The student who enters Queens with prior academic credit from another regionally accredited institution is considered a transfer student. The Registrar will evaluate the transcripts to determine the transfer student's class status, the credit hours awarded and their applicability to Queens' graduation requirements. Transfer students must meet all degree requirements in their catalog of entry including the residency requirements.

#### **Non-Degree Student Status**

A student who applies to Queens without the intent to earn a bachelor's degree is admitted as non-degree student.

#### **Visiting Student Status**

A degree candidate at another college or University who is taking courses at Queens by special arrangement is considered a visiting student.

**Greater Charlotte Consortium Student Status** Degree-seeking students at the area colleges which make up the Greater Charlotte Consortium may enroll in a course at Queens during the fall or spring terms. Further information can be found <https://greatercharlotteconsortium.org/>

### **Summer Study**

The University offers a summer semester. Summer classes may be offered in the day, in the evening, on the weekend or online.

### **Taking Courses at Other Institutions**

After admission to Queens a student must receive prior approval to take a course at another institution in order for the credit to be transferred back to Queens. Generally, the course must be equivalent to or supplemental to a course offered at Queens. In order to transfer credit to Queens for a course taken at another institution a Queens student must (1) complete the Undergraduate Transfer Credit Approval form and secure all required signatures of approval, (2) earn a grade of "C-" or better in the course, and (3) have the other institution send an official transcript of the coursework to the Registrar at Queens University of Charlotte. The form is available on the web site of the Registrar's Office.

### **Teacher Education**

A student may earn a teaching license at the elementary or secondary level as part of the baccalaureate program of study. Students must apply to the Cato School of Education for admission by the end of the sophomore year. For more information, see *the Cato School of Education*. A student who has already earned a bachelor's degree and wishes to become licensed at the elementary or secondary level may pursue licensure through the Cato School of Education's post baccalaureate teacher licensure program. See **Graduate Programs – Cato School of Education**

### **Transfer Credit and Prior Learning Assessment Policies**

Information on transferred credit and course equivalencies can be found on the Queens web site at [www.queens.edu](http://www.queens.edu).

**Advanced Placement Credit (AP)**

Students who have completed college-level work in their secondary schools should take the appropriate Advanced Placement (AP) test administered by the CEEB. In most subjects Queens grants advanced placement and course credit if the student scores either 4 or 5 on such tests. Students who earn a score of 4 or 5 on the AP English examinations will receive credit for QEN 101 and will be required to take QEN 102 in the spring semester of the freshman year.

**International Baccalaureate (IB)**

Queens will grant up to eight semester hours of elective credit in each area in which a student has achieved a score of 5, 6 or 7 on a higher-level examination. Assignment of specific course credit will be determined at the student's request and the discretion of the individual department. Students who earn a score of 5, 6 or 7 on the English portion of the IB examination will receive credit for QEN 101 and will be required to take QEN 102 in the spring semester of the freshman year.

**College Level Examination Program (CLEP)**

Queens awards credit and advanced placement to students who score satisfactorily on approved subject level tests of the CLEP.

**Foreign Language Placement**

Entering freshmen may take a foreign language placement test during new student orientation. The score earned may allow students to place out of one or both years of the foreign language requirement. Tests are given in Chinese, French, German, Russian and Spanish. Please note that credit is not awarded for these placement examinations.

**Credits from Two-Year Institutions**

Courses transferred from two-year institutions are classified as either 100- or 200-level courses. No more than 64 academic credit hours will be accepted in transfer from two-year institutions. \* Credits transferred from a two-year college **may not** be used to meet the upper level hours requirement of at least 36 credit hours at the 300 level or above, regardless of the level of comparable Queens courses.

\*Queens University of Charlotte participates in the comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System and will accept 64 credit hours will be accepted in transfer from graduates of North Carolina public two-year institutions.

**Duplicate Credit**

Duplicate credit will not be awarded in the event AP and/or IB examination credit is accepted or if the scores duplicate credit already earned.

**Limits on AP, IB and CLEP Credit Awarded**

Total combined AP, IB and CLEP credit awarded will not exceed 38 semester hours. Neither grades nor quality points will be awarded, nor may AP, IB or CLEP credits satisfy the final 30 hours required for graduation from Queens. Official AP, IB and CLEP scores should be submitted to the Queens Registrar. Information on transferred credit and course credit equivalencies can be found on the Queens Web site at [www.queens.edu](http://www.queens.edu).

**Transfer Credits**

When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer, and determines the student's class status. In order to transfer credit to Queens from another institution the student must have earned a grade of "C-" or better in the course. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens. No more than four credit hours in physical education may be applied towards the 120 hours required for graduation.

**Withdrawal by the Student**

A student in the traditional undergraduate program who chooses to drop or withdraw from all courses in which he or she is enrolled must withdraw from the University.

A post-traditional student who chooses to drop or withdraw from all courses in which he or she is enrolled may either withdraw from the courses, or withdraw from the University. To withdraw from the University a student must complete the Official Withdrawal Form available in the Office of the Registrar.

Upon withdrawal from the University, the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. The last day to withdraw from the University is the last instructional/class day of the semester.

**Withdrawal by the University**

A student in the traditional undergraduate program must maintain continuous enrollment at Queens (excluding the summer term) to remain an active student. If the student does not maintain continuous enrollment (is absent either fall or spring term without appropriate approval), he/she will become an inactive student and must apply for readmission in order to return.

A post-traditional student does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

**Readmission after Withdrawal**

A student who has withdrawn from the University, been dismissed from the University, or become inactive must apply for readmission in order to return.

## Graduate Studies

Queens University of Charlotte offers master degree programs and non-degree graduate programs. Graduate programs offered by the University include:

### The College of Arts and Sciences

Master of Fine Arts in Creative Writing

Non-Degree Graduate Certificates

- Book Development
- Post-Graduate Creative Writing

### The McColl School of Business

Master of Business Administration

Master of Science in Talent and Organization Development

Non-Degree Graduate Certificates

- Change Management
- Cybersecurity Management
- Diversity, Inclusion, and Equity Management
- Executive Coaching
- Finance
- Global Business Management
- Healthcare Management
- Leadership and Change
- Learning and Development
- Management Consulting
- Not-for-Profit Leadership
- Organizational Leadership
- Talent Management

### The Knight School of Communication

Master of Arts in Communication

Non-Degree Graduate Certificates

- Organizational Communication
- Strategic Communication

### The Wayland H. Cato, Jr., School of Education

Master of Arts in Educational Leadership (K-12)

Master of Arts in Teaching\*

*\* (not enrolling for 2022-2023 academic year)*

Master of Education

Non-Degree Programs and Graduate Certificates

- Academically or Intellectually Gifted K-12
- Curriculum and Instruction
- Higher Education
- Instructional Technology
- Literacy K-12
- Special Education
- Science Technology Engineering & Math
- School Executive Leadership Academy

### Andrew Blair College of Health

Master of Health Administration

Master of Science in Nursing

Non-Degree Post-Masters Certificates

- Clinical Nurse Leader
- Nurse Administrator
- Nurse Educator
- Nurse Informatics

**UNIVERSITY-WIDE LEARNING OUTCOMES FOR GRADUATE DEGREE PROGRAMS**

The five university-wide learning outcomes listed below define the higher-order learning competencies that every Queens University of Charlotte graduate student will develop and demonstrate throughout their graduate experience. Queens University's graduate learning outcomes represent both a challenging set of expectations and rich opportunities for students which underscores the university's commitment to innovative teaching and learning. Queens University graduate students will master the five learning outcomes below by meeting the requirements of their graduate program curriculum and through experiential learning, such as internships, practicums, and industry engagement.

***Graduate programs at Queens University of Charlotte prepare every student to:***

1.    **Application of Professional Expertise & Learning**  
Apply specialized knowledge, research, skills, and strategies in a chosen area to manage and/or resolve real-world challenges and problems.
2.    **Critical Thinking**  
Evaluate the credibility, validity, and relevance of information, opinions, arguments, and evidence in a range of contexts and for a variety of purposes.
3.    **Ethical Decision Making & Communication**  
Formulate and communicate consequential decisions and plans according to clearly articulated personal goals, values, and ethical perspectives.
4.    **Interpersonal and Intercultural Collaboration**  
Construct effective, collaborative relationships with individuals and groups from a variety of different cultures and with a range of values and views to achieve common aims.
5.    **Technological Agility**  
Evaluate and utilize current and emerging technologies relevant to the area specialization.

***Outcomes will be reviewed at least once every 5 years. Date approved 1/23/2020***



## The College of Arts and Sciences

The mission of the College of Arts and Sciences is to draw on intellectual traditions to cultivate a life of integrity, foster inquiry, spark imagination, nourish the spirit, and prepare students to serve and to lead, embracing the challenges of a complex world.

Queens offers a Master of Fine Arts in Creative Writing degree, and two non-degree creative writing certificates: The Book Development Program, and the Post-Graduate Certificate in Creative Writing.

Graduate level creative writing programs at Queens are designed to meet the needs of committed and professional creative writers, while providing them with an opportunity for immersion in a community of fellow writers as they hone their craft. All graduate creative writing programs are geared toward students who are or plan to become published writers.

All graduate creative writing programs are administered by the MFA program, which can be reached by phone at 704-337-2499, by email at [mfa@queens.edu](mailto:mfa@queens.edu), or online at [queens.edu/mfa](https://queens.edu/mfa).

### ADMISSION REQUIREMENTS FOR ALL PROGRAMS

- Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
- Submit official transcripts from all schools requested by the university.
- Submit a completed graduate application form at [apply.queens.edu](https://apply.queens.edu).
- Submit a non-refundable application fee.
- Submit program-specific requirements as noted below.

### MASTER OF FINE ARTS IN CREATIVE WRITING (MFA)

The program is a two-year, 52 credit hour studio arts program designed to meet the needs of committed writers of fiction, creative nonfiction, poetry, and stage-and screenplays in a flexible format that provides students with an opportunity for immersion in a community of writers as they hone their craft. The MFA degree program is geared toward students who are or plan to become published writers and/or to teach writing at the college level.

MFA students will demonstrate an awareness of creative work by diverse writers within and beyond their genre concentration and will practice responding

meaningfully and substantively to work by authors from different backgrounds and socio-economic and/or cultural contexts. Students may enter the program in the Fall, Spring, or Summer term.

### ADMISSION REQUIREMENTS

In order to be considered for admission to the MFA program in creative writing, an applicant must meet or complete the requirements listed above for all programs, plus:

- Submit a portfolio of creative writing in each genre for which the applicant wishes to apply, consisting of approximately 25 double-spaced pages of fiction, creative nonfiction, or writing for stage and screen, or 10 single-spaced pages of poetry, no more than one poem per page.
- Submit a one-page, single-spaced essay on the prospective student's reasons for applying to the MFA program and expectations for the program.
- Provide one letter of academic or professional reference that speaks to the applicant's ability as a writer or potential as a student.

### PROGRAM DELIVERY

The MFA program is offered in a low-residency format, with students and faculty traveling to Charlotte twice a year for a week-long residency held at the outset of the Spring and Summer terms. Alternatively, or in addition, students may choose to join the program for a two-week residency abroad, held near the end of the Summer term. In the intervals between the residencies, students complete their coursework remotely in both synchronous and asynchronous arrangements, depending on the course.

### DEGREE REQUIREMENTS

Regardless of genre concentration or residency track, MFA candidates attend at least 4 weeks of residencies, and complete 52 credit hours of coursework in the following distribution:

24 credit hours Workshop or Tutorial courses in the genre(s) in which they were admitted

23 credit hours Craft, Gateway, or Special Topic/Cross-Genre Seminars, and Guided Reading courses:

3 credit hours Creative Thesis course  
1 credit hour Creative Writing Capstone course  
1 credit hour Graduating Requirements course

An individual Plan of Study is generated by the program administrators for every student, based on the student's genre concentration, completion goals, and other individual circumstances. Students are required to follow the Plan of Study; any changes must

be made in consultation with, and approved by, the program administrators.

The program is designed to be completed in two years but is flexible enough to be extended for up to six years. In addition, any MFA candidate in good standing may prolong their study one full term, enrolling in a minimum of 7 credits and a maximum of 13 credits beyond the total required for the degree, prior to embarking on preparation for the graduating residency. The plan for this additional course work will be created by the program administration in consultation with the student and incorporated into the student's Plan of Study.

### Core Courses for All Students

#### *Cross-Genre Seminars and Guided Reading*

All students regardless of genre concentration enroll in a series of cross-genre seminars which examine issues of craft or pedagogy in creative writing. All students also engage in individually-designed program of directed readings that are applicable to the student's own writing.

- ENG 651 Special Topics/Cross-Genre Craft Seminars
- ENG 581 or ENG 584 Guided Reading

#### *Degree Culmination Projects and Graduating Requirements*

In addition to participation in the residencies and successful completion of course work, MFA candidates must complete a book-length work of fiction, creative nonfiction or poetry, or a feature-length screen- or stage-play. MFA candidates will also complete a Capstone project, comprised of an 8-10-page critical paper, upon which a 20-30-minute seminar is prepared, on some element of the craft, pedagogy, or industry of creative writing. At a final graduating residency, MFA candidates give a public reading from their thesis, and present the seminar based on their Capstone paper. The program also offers a special series of seminars for graduating candidates focused on the professional writing life after the MFA.

- ENG 673 Creative Thesis
- ENG 681 Creative Writing Capstone
- ENG 682 Graduating Requirements

### Core Course for Students Attending the Residencies in Latin America

This course encompasses a series of seminars addressing specific cultural topics related to the host city. This course also incorporates field trips designed to immerse the student in the culture of the host city and/or country.

- ENG 690 Latin America Cultural Seminar

### Core Courses for Students Attending Residencies in Charlotte

#### *The Gateway Series*

This series of seminars is aimed at preparing students for their lives as professional writers. This is a cross-genre element of the program.

- ENG 656 Gateway I: Reading as a Writer
- ENG 657 Gateway II: Literary Reviewing
- ENG 658 Gateway III: Shaping a Whole Work
- ENG 659 Gateway IV: Teaching Creative Writing

### GENRE CONCENTRATIONS

In addition to the cross-genre elements of the program, MFA students concentrate in the genre(s) in which they were admitted. A student admitted in more than one genre may choose the number of workshop/tutorial and craft seminar credits in each genre concentration, as constrained by the program design, courses offered, and the student's individual Plan of Study. Students admitted in more than one genre may only concentrate in one genre in any given term.

### Fiction

#### *Fiction Workshop and Tutorial*

An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. Instruction is founded on the principle the students will continue to revise their work after initial submission. Workshop instruction and discussion takes place within a small group; tutorial instruction and discussion occurs one on one between the instructor and the student.

- ENG 502/504/506 Fiction Workshop
- ENG 542/544/546 Fiction Tutorial

#### *Fiction Craft Seminars*

A close examination of issues of craft and genre in the writing of fiction, in which students will analyze contemporary and canonical works to grasp their formal and technical elements. Topics vary. Examples include "Writing Humor," "The Omniscient Point of View," "The Protagonist-Antagonist Relationship," and "Character Building."

- ENG 652 Fiction Craft Seminar
- ENG 501 Fiction Residency Seminar

### Poetry

#### *Poetry Workshop and Tutorial*

An intensive study of writing poetry, focusing on advanced techniques of prosody, imagery, metaphor, sound rhythm, form and other elements of poetry. Instruction is founded on the principle that students will continue to revise their work after initial submission. Workshop instruction and discussion takes place within a small group; tutorial instruction and discussion occurs one on one between the instructor and the student.

- ENG 512/514/516 Poetry Workshop
- ENG 552/554/556 Poetry Tutorial

*Poetry Craft Seminars*

A close examination of issues of craft in the composition of poetry, in which students will analyze contemporary and canonical works to grasp and learn from their formal and technical elements. Topics vary. Examples include: "Creating Tension," "Incorporating the Natural World," "Incorporating Autobiography," "Incorporating Argument," and "Lineation."

- ENG 653 Poetry Craft Seminar
- ENG 511 Poetry Residency Seminar

**Creative Nonfiction***Creative Nonfiction Workshop and Tutorial*

An intensive study of the writing of nonfiction, focusing on advanced techniques of memoir, personal essay, nonfiction narrative, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. Instruction is founded on the principle that students will continue to review their work after initial submission. Workshop instruction and discussion takes place within a small group; tutorial instruction and discussion occurs one on one between the instructor and the student.

- ENG 522/524/526 Creative Nonfiction Workshop
- ENG 562/564/566 Creative Nonfiction Tutorial

*Creative Nonfiction Craft Seminars*

A close examination of issues of craft and genre in the writing on nonfiction, in which students will analyze contemporary and canonical works to grasp their formal and technical elements. Topics vary. Examples include: "Memoir and Social Context," "Generating Suspense," "Incorporating Historical Research," and "The Relationship Between Fact and Truth."

- ENG 654 Creative Nonfiction Craft Seminar
- ENG 521 Creative Nonfiction Residency Seminar

**Writing for Stage & Screen***Stage and Screen Workshop and Tutorial*

An intensive study of the writing of stage plays and screenplays, focusing on the dramatic structure, dialogue, characterization, contextual writing, and other elements of writing for dramatic performance. Instruction is founded on the principle that students will continue to review their work after initial submission. Workshop instruction and discussion takes place within a small group; tutorial instruction and discussion occurs one on one between the instructor and the student.

*Stage and Screen Craft Seminars*

A close examination of craft and genre in the writing of screen- and stage-plays, in which students will analyze contemporary and canonical works to grasp their formal and technical elements. Topics vary. Examples include: "The Art of Dialogue," "Scene, Act, and the Development of the Whole," "Unconventional Structures," and "Dramatic Techniques of Character."

- ENG 655 Dramatic Writing Craft Seminar
- ENG 531 Stage & Screen Residency Seminar

**NON-DEGREE CERTIFICATE PROGRAMS**

Queens offers two non-degree certificates for experienced creative writers.

**POST-GRADUATE CERTIFICATE IN CREATIVE WRITING**

Designed for MFA degree holders and professional writers, this one-year 24-credit hour program allows MFA degree recipients or professional writers who specialize in one genre to earn a post-graduate certificate of student in another. This Certificate takes as it aims the production of a publishable-quality full-length manuscript and a publishable-quality critical paper on an element of the craft, profession, or pedagogy of the new genre. Genres offered in this certificate are the same as in our MFA degree program: fiction, poetry, creative non-fiction, and writing for stage and screen.

Post-graduate students will demonstrate an awareness of creative work by diverse writers within and beyond their genre concentration and will practice responding meaningfully and substantively to work by authors from different backgrounds and socio-economic and/or cultural contexts.

Students will master the ability to self-edit in their new genre through multiple revisions, and/or the articulated editing of others. Students will master the formal and thematic issues of the new genre of creative writing, and will demonstrate a mastery of the craft in their genre concentration at all levels of execution: word choice, the construction of sentence and paragraph "(for prose genres), line and verse (for poetry), or dialogue (in writing for stage & screen)," and the development of a discrete creative element (short story, chapter, poem, essay, or scene.)

**ADMISSION REQUIREMENTS**

Applicants for this certificate must hold an MFA or demonstrate a significant history of professional writing. Otherwise, admission requirements for this certificate are the same as for the MFA program.

**PROGRAM DELIVERY**

The post-Graduate Certificate is offered in a low-residency format, with students and faculty traveling to Charlotte twice a year for a week-long residency, held at the outset of the Spring and Summer terms. Alternatively, or in addition, students may choose to join the program for a two-week residency abroad, held near the end of the Summer term. In the intervals between the residencies, students complete their coursework remotely in both synchronous and

asynchronous arrangements, depending on the course.

### COMPLETION REQUIREMENTS

Regardless of genre concentration or residency locale, Certificate candidates attend at least 2 weeks of residency, and complete 24 credit hours of coursework in the following distribution:

12 credit hours Workshop or Tutorial courses in the genre(s) in which they were admitted

7 credit hours Craft, Gateway, or Special Topic/Cross-Genre Seminars, and Guided Reading courses:

3 credit hours Creative Thesis course  
1 credit hour Creative Writing Capstone course  
1 credit hour Graduating Requirements course

Like the MFA, the Post-Graduate Certificate is designed to be flexible offering students' multiple options, including participation in the international Latin America component.

Thus, a student's precise course rotation depends on the starting term of the student, their genre concentration, their residency location, and their choice of workshop or tutorial. In consultation with the student, an individual Plan of Study is generated by the program administrators at the outset of a student's program.

The program is designed to be completed in one calendar year. A student wishing to deepen their study may, upon consultation with the program office, extend their program by an additional semester, and add up to 13 additional credit hours, comprised of up to 6 credits of workshop/tutorial and up to 7 credits of seminar.

### BOOK DEVELOPMENT PROGRAM

A six-month, 12 credit hour program, Book Development is dedicated to helping emerging creative writers realize their potential and achieve their literary career objectives. By providing student-focused instruction in a professional environment conducted in tutorials by trade and commercial editors and producers and writers, the program constantly fosters a challenging, inclusive, multicultural environment with a broad aesthetic and genre range, thereby preparing our Book Development students for publication at the highest level and the opportunity to reach a diverse global audience as professional creative writers.

Credits earned in the Book Development Program may be transferred into the MFA program, or incorporated into a student's MFA Plan of Study, in

partial satisfaction of the Workshop/Tutorial requirements.,

### ADMISSION REQUIREMENTS

In addition to the general requirements for all graduate creative writing programs as noted above, applicants to the Book Development must also:

- Submit the first 25-pages of the book project they intend to pursue in the program;
- Submit a one-page, single-spaced document that includes a synopsis of the project.

### PROGRAM DELIVERY

At the outset of the program, Book Development writers and instructors meet in person during a weekend on campus for introductions and initial feedback from the instructor. The program proceeds with regular rounds of asynchronous submission and feedback, covering two consecutive terms and about 6 months.

### COMPLETION REQUIREMENTS

Upon admission, a draft of the whole project is due to the instructor prior to the start of the first term. By the end of the program, the editor will have read and commented on two full drafts of the student's book project.

- ENG 701 Book Development I
- ENG 702 Book Development II

### ACADEMIC POLICIES

The **Graduate Academic Policies** apply to all graduate and non-degree students. The following policies supplement or modify those policies for students in graduate creative writing programs.

#### Transfer Credit

Up to 26 hours of transfer credit may be accepted from another MFA program. In keeping with long-standing tradition in studio arts programs, in special circumstances credit may be applied for appropriate publication history. All transfer credit must be approved by the program administration.

#### Grading

All courses are graded on a Pass/Fail basis. Consistent with **Graduate Academic Policies**, a Pass in a graduate creative writing course is equivalent to a B or better. MFA faculty provide substantive written feedback on every manuscript submission. Students who fail to complete the requirements of any course will be given a failing grade. If a student has compelling reasons for not completing a course, an Incomplete grade may be given for that course. All policies on Incompletes listed in **Graduate Academic Policies** apply.

**Repeated Courses**

As part of a studio-arts model, courses in the graduate creative writing programs are designed to be repeated until the credit hour requirement for each category is met.

**Leave of Absence or Withdrawal from the Program**

Withdrawal may be initiated by the student, the program, or the University. All leave of absence and withdrawal policies listed in ***Graduate Academic Policies*** apply. See also ***Withdrawal or Drop and Financial Obligations***.

*See also important additional policies in **Student Rights and Responsibilities**.*



## The Wayland H. Cato, Jr. School of Education

The Wayland H. Cato, Jr. School of Education's graduate programs at Queens support the University's mission of providing educational experiences that transform students' lives and foster personal and professional success.

The Cato School of Education is located in the Jernigan building on the Queens campus and can be reached by phone at 704-337-2580 or online at [www.queens.edu/cato](http://www.queens.edu/cato).

### Cato School of Education's Conceptual Framework: Independent Learner

The goal of Queens University of Charlotte's teacher preparation program is to ensure candidates demonstrate the characteristics of a Queens graduate. Thus, the conceptual framework of the Wayland H. Cato, Jr. School of Education is fully aligned with the University's mission to nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

Our conceptual framework reflects a social constructivist view of learning. This is often conceptualized as a spiral in which learners continuously reflect on their experiences and develop increasingly stronger abilities to integrate new information at more complex levels. We believe that the education of teachers is multifaceted and should reflect the social context of learning as individuals create meaning through their interactions with each other and with the environment in which they live.

### ADMISSION REQUIREMENTS FOR MASTER'S PROGRAMS

- Baccalaureate degree from a regionally accredited institution
- Completed Graduate Admission Application
- Official transcripts of all post-secondary course work
- Cumulative grade point average of 2.70 or better on a 4.00 scale on all post-secondary course work
- Written statement describing professional and personal goals
- Two letters of professional recommendation

\*See additional admissions requirements for specific programs.

### RETENTION IN ALL PROGRAMS

Retention in programs is based on the expectation that candidates demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Candidates may be removed from programs upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- Knowledge of subjects taught
- Ability to impart that knowledge
- Grades of C or better in all education courses and no more than one C
- The manner and efficacy of discipline in the classroom
- Rapport with students, as well as parents, faculty, administration, and staff
- Physical and mental ability to perform the essential functions of a teacher
- Positive Disposition Assessments from faculty members.

### State Licensure

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. In order to meet the requirements for licensure in the state of North Carolina, the student must complete their program and also meet additional requirements mandated by the North Carolina Department of Public Instruction at the time of licensure application.

### Foliotek Requirement

Candidates admitted to any Graduate Education Program must register for Foliotek, our assessment and portfolio management program. Candidate evidence will only be accepted in Foliotek.

### MASTER OF ARTS IN EDUCATIONAL LEADERSHIP K-12 (MEL)

Principals and school administrators need more than just exceptional teaching skills to steer their schools to success amid today's challenges in education. They need the leadership ability to inspire improvement and the analytical and managerial skills to see it through. In keeping with the University's longstanding commitment to nurturing educators' professional and personal growth, the Master of Arts in Educational Leadership prepares students to become effective K-12 principals and administrators through courses offered in an online format.

The fully online M.A. in Educational Leadership teaches educators, how to analyze data to create a

road map for improvement as well as how to execute within their own leadership style the administrative responsibilities associated with human resource management, education law, diversity and equity, instructional supervision, and more. Satisfactory completion of the degree program requirements prepares candidates for K- 12 Principal Licensure in North Carolina. The program includes 6 hours of internship courses and an interim internship period in between, during which candidates will work with their principals to gain valuable experience in transitioning from the role of classroom teacher to that of administrator. Note: This program allows minimal transfer credits, on a case by case basis when reviewed by the Cato Admissions Committee, and not exceeding 6 hours. Transfer credits cannot replace internship courses.

#### **Additional Admission Requirements for MEL Program**

- Cumulative grade point average of 2.70 or better on a 4.00 scale on all post-secondary course work (minimum 2.50 GPA will be considered with official, passing GRE scores of 150 Verbal and 150 Quantitative)
- Two letters of professional recommendation, one from principal showing proof of at least two years teaching experience
- Connection to public, private, or charter school to complete internship requirements
- Copy of current, non-provisional NC teaching license

#### **Degree Requirements**

Program Total: 33 Semester Hours

EDU 610 Building Community  
EDU 612 Leading Diversity  
EDU 631 Supervision to Improve Instruction  
EDU 642 Leading in a Global Society  
EDU 646 Professional Learning Communities  
EDU 652 Leading in Human Resources & Finance  
EDU 667 Education Law and Ethics  
EDU 671 Curriculum Development & Implementation  
EDU 676 Improving Instruction Using Data  
EDU 695 School Executive Internship I  
EDU 696 School Executive Internship II

#### **School Executive Internship**

Interns will meet with their mentors (principals or assistant principals) within the first two weeks of EDU 695: School Executive Internship I to design the internship, which will be school-specific and designed around the North Carolina Standards for School Executives.

#### **Additional Requirement**

The capstone requirement for this program is an Action Plan for Continuous School Improvement. Interns will gather data in their own schools throughout the program, identify goals for school improvement, and write a plan to implement strategies to reach those goals. Components of this Capstone are completed at various stages of the program.

## **Master of Arts in Teaching (MAT) (not enrolling for 2022-23)**

The MAT program is designed to meet the educational requirements of North Carolina teaching licensure for those who have undergraduate degrees in a field other than Education. Queens University of Charlotte has a long-standing commitment to provide educators with the skills necessary to deal with the complexities of today's 21st century classroom setting. Faculty provide opportunities for candidates to develop insights into the understanding of the theoretical and philosophical basis for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects, and major curriculum issues and trends. Faculty ensure candidates develop the ability to use and synthesize data to provide a developmentally appropriate learning environment for elementary students. The faculty ensure every candidate has ample opportunities to implement newly learned strategies in the classroom and then are provided with immediate, constructive feedback. Candidates earning their MAT at Queens commit themselves to a productive career and noble life in teaching. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of all children.

#### **Additional Admission Requirements for MAT Programs**

Baccalaureate degree from a regionally accredited institution in a field other than Education

## **MAT Degree in Elementary Education (K-6) (not enrolling for 22-23)**

#### **Program of Study**

The MAT is an on-ground, two-phase program consisting of 42 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. A 12-credit hour student teaching internship is required. This experience is the capstone of Phase I. Enrollment in EDU 599: Professional Internship takes place only after the completion of all Phase I

course work. At the end of Phase I, candidates apply for initial Standard Professional A level licensure. Courses in Phase II cannot be taken prior to finishing Phase I or prior to applying for the A level initial license. At the end of Phase II, candidates earn the MAT and upgrade to an advanced master level license (Standard Professional II).

### Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in diverse K-6 settings in elementary schools. Field experiences related to methods courses will be arranged by the course instructor or Student Support Specialist. Each candidate is responsible for completing the field hours required in all courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group and whole class settings

### Degree Requirements MAT Phase I.

The course of study for Phase I provides candidates with teaching competencies identified by The North Carolina Department of Public Instruction (NCDPI).

EDU 504 Classroom Management & Conflict Resolution

EDU 510 Educational Psychology

EDU 513 Mathematics Methods in Elem Ed

EDU 514 Educational Technology

EDU 518 Foundations & Curriculum in Elem Ed

EDU 524 Diagnosis & Correction of Reading Difficulties

EDU 527 Teaching Reading & Other Language Arts

EDU 533 Science Methods in Elem Ed

EDU 540 Social Studies Methods & Materials in Elementary Schools

EDU 548 Content and Vocabulary Development in Elem Ed

EDU 599 Professional Internship Elementary

### Degree Requirements MAT Phase II.

Phase II courses may not be taken before the completion of Phase I. Only candidates who have been recommended for licensure by Queens and who have applied for the A level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies and match the core competencies required for advanced licensure.

EDU 503 Educational Research and Evaluation

EDU 525 Diversity in Schools

EDU 551 Teacher as Researcher\*

EDU 552 Seminar and Reflective Practice\*

\*NOTE: EDU 551 and EDU 552 are co-requisites. Candidates enroll in EDU 551 and EDU 552 in the fall semester; however, these classes continue through the spring semester and final grades are awarded at completion of these courses in May. Once the degree is conferred, candidates apply for advanced M level licensure.

### Additional Phase II Requirements

The Action Research Project is the culminating activity for Phase II. Candidates conduct original research as part of EDU 551 Teacher as Researcher, report the Action Research Project as a publishable paper and present at an Action Research Symposium.

## MAT Degree in Secondary Education (9-12) & Foreign Language Education (K-12) (not enrolling for 22-23)

This program is designed to offer graduates from regionally accredited institutions of higher learning a path to obtain a Master Level North Carolina Teaching License and earn a Master of Arts in Teaching. Candidates for this degree already hold a degree in their teaching area. This program will focus on how to teach the content in which candidates received their undergraduate degree (with at least 24 credit hours in the content area). The program will impart students the pedagogical strategies to teach high school students or K-12 students in the following areas: Biology 9-12, Chemistry 9-12, Physics 9-12, Science 9-12, Earth Science 9-12, English 9-12, History 9-12, Mathematics 9-12, Social Studies 9-12, French K-12, and Spanish K-12.

### Retention in the Program

Candidates must maintain a 2.75 GPA to remain in the program. The coursework will include targeted clinical experiences in schools with specific assignments assigned to candidates to complete in those experiences. Finally, candidates will complete a 12-credit hour student teaching internship in a secondary classroom, which is the capstone of the program.

### Technology Portfolio

To be licensed in North Carolina, candidates must demonstrate technology competencies through portfolios. Information about the portfolio is distributed in the Educational Technology course. This is

required for initial licensure only. The portfolio is completed and submitted during student teaching. Candidates must earn a passing score in order to be recommended for a teaching license.

### Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in diverse settings. Field experiences related to methods courses will be arranged in conjunction with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group, and whole class settings

### Degree Requirements for the Master of Arts in Teaching Secondary Education

The program consists of 44 credit hours for secondary candidates and 45 for foreign language candidates.

EDU 506 Research Methods I  
EDU 508 Methods of Teaching in Secondary School  
EDU 510 Educational Psychology  
EDU 514 Educational Technology  
EDU 518 Foundations and Curriculum of Education  
EDU 525 Diversity in Schools  
EDU 528 Research Methods II  
EDU 529 Content Area Reading  
EDU 530 Data Driven Instruction  
EDU 661 Student Teaching  
EDU 668 Internship in the Foreign Language Classroom

### Transition Points in the Teacher Licensure Program

#### Application to the Teacher Education Program

Elementary Candidates must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program (TEP) prior to completing four education courses for the Master of Arts in Teaching Elementary Education Program. Secondary Candidates must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program prior to completing two education courses for the Master of Arts in Teaching Secondary Education program.

### Requirements for TEP Admission:

- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Self-Assessment of Disposition
- cumulative grade point average of 2.70
- registration/payment in FolioTek (5-year subscription)
- approval of the Teacher Education Committee

### Application for Student Teaching

Candidates must apply for student teaching in the term preceding their planned student teaching semester. All course work required for the Master of Arts in Teaching Program must be completed before the student teaching semester.

### Requirements for Student Teaching

- Student Teaching Application and Essays
- Cumulative grade point average of 2.75
- Grades of C or better in all education courses and no more than one C
- Positive Disposition Assessments from faculty
- Good standing with the University
- Approval of the Teacher Education Committee

### State Mandated Tests and Assessments

To be licensed in Elementary or Secondary Education in North Carolina, program completers shall be required to pass the following tests from the NC Tests for Educator Licensure program:

- Pearson Foundations of Reading Test 090 or 190
- Pearson Test 203: Mathematics Subtest or Praxis Test 7813: CKT Math Subtest. Information about this test can be found at: <http://www.nc.nesinc.com/Home.aspx>
- Secondary and Foreign Language candidates must pass the Praxis II tests in their respective content areas. Information about the Praxis II can be found at [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc).
- All students must complete and pass the Praxis Performance Assessment for Teachers (PPAT) to obtain a NC Teaching License.
- NCDPI sets passing scores each year. Contact your Education Advisor for more information.



## MASTER OF EDUCATION (MED)

### MED with Specializations

#### Academically or Intellectually Gifted (AIG), K-12 Specialization

Teachers of AIG learners must understand their social, emotional and cognitive needs and have the skills necessary to effectively deliver a curriculum that meets their complex and diverse needs. Teachers must be aware of legislation and policies guiding AIG instruction and keep abreast of current trends and issues. Theoretical and practical application of instructional strategies designated for AIG certified students are examined. This program is developed to align with Standards for AIG Teacher Candidates, NC Professional Teaching Standards, and Standards for Graduate Teacher Candidates. This specialization leads to a master's level add-on license in Academically and Intellectually Gifted K-12.

#### Literacy, K-12 Specialization

Teachers should possess the ability to use a variety of assessments and data to plan developmentally appropriate lessons for all students in all facets of a Balanced Literacy approach. The program teaches strategies through a hands-on, authentic literacy approach providing candidates ample opportunities to implement newly learned strategies in their own classroom and immediate, constructive feedback. This practice scaffolds candidates' learning to ensure a positive impact on student literacy knowledge. The program aligns with NC standards for Reading K-12 Teacher Candidates, Professional Teaching Standards and Graduate Standards. This specialization leads to a master's level add-on license in Reading K-12

#### Special Education: General Curriculum, K-12 Specialization

All teachers must have a deep understanding of social, emotional and cognitive needs and skills necessary to effectively deliver a curriculum that meets the complex and diverse needs of all students, but especially those with documented special education requirements. Teachers must be aware of legislation and policies guiding special education instruction while keeping abreast of current trends and issues for best practices. This program is aligned with Standards for the Council for Exceptional Children, NC's Professional Teaching Standards, and Standards for Graduate Teacher Candidates. This specialization leads to a master's level add-on license in Special Education General Curriculum K-12.

#### Science, Technology, Engineering, Math (STEM), K-12 Specialization

This program builds an advanced understanding of the integration of science, technology, engineering and mathematics. Current research is examined to support the understanding of best practices in STEM teaching and learning. Candidates will design and implement lessons using an inquiry-based approach and build capacity in all STEM related disciplines. This program prepares current teachers to design new and support current STEM initiatives while providing the knowledge necessary to become STEM leaders within one's school or district. This program is aligned with the NC Professional Teaching Standards, NC Teachers of Mathematics Standards, ISTE Standards and Standards for Graduate Teacher Candidates.

#### Instructional Technology Specialist- Computers Specialization

This program offers an in-depth examination of the current trends and research which supports instructional technology in today's schools. Candidates will design instructional units using the best practices supported by the ISTE standards. This program prepares candidates to create PD curriculum and experiences using NC State Standards for Technology Facilitator Candidates and Professional Teaching Standards. ISTE standards are incorporated throughout the program to ensure that our graduates will be prepared to be better teachers, become instructional technology specialties or facilitators within their schools or districts. This specialization meets the educational requirements for a master's level add-on license in Instructional Technology Specialist - Computers.

#### Curriculum and Instructional Specialist Specialization

This program is designed for educators who are interested in curriculum design and classroom innovation. Candidates are prepared for curriculum design and development, teacher training, classroom assessment, corporate training in institutions- K-12 schools, colleges, foundations, business, and government agencies. Candidates learn to make data driven decisions based on analytical thinking and assessment. Models of curriculum design are explored and evaluated. This program is aligned with the North Carolina Professional Teaching Standards, and Standards for Graduate Teacher Candidates. This specialization leads to a master's level add-on license in Curriculum Instructional Specialist.



**Higher Education Specialization**

This program is designed to explore the curriculum and instructional practices in colleges and universities and will support an in-depth understanding of many facets of college instruction including governance, curriculum, learning theories, teaching, faculty responsibilities, and instructional design. Candidates will gain both the theoretical and practical application of current research which supports successful learning outcomes. Focus is placed on an examination of current pedagogical changes such as curriculum design for post-traditional education and understanding of design of hybrid and online instruction. This program is developed to align with the NC Professional Teaching Standards and Standards for Graduate Teacher Candidates.

**Additional Admission Requirements for MED Program Licensure Seeking Requirements****Degree Requirements**

Program Total: 33 Semester Hours

**Core Courses (18 hours):**

EDU 601 Educ Research & Evaluation  
EDU 602 Education Law & Ethics  
EDU 603 Culturally Responsive Pedagogy  
EDU 604 21st Century Leadership & Advocacy  
EDU 605 PLCs: Alignment & Action  
EDU 680 Action Research in Educ.

**Additional Degree Requirements**

- Professional Portfolio
- Action Research Project

**Degree Requirements for Specializations:****Literacy, K-12 Specialization:**

EDU 616 Phonics and Vocabulary Instruction  
EDU 630 Foundations of Reading  
EDU 640 Teaching of Writing  
EDU 650 Effective Literacy Instr.  
EDU 670 Instructional Literacy Leadership

**Academically or Intellectually Gifted (AIG), K-12 Specialization:**

EDU 570 Intro. to Gifted Education  
EDU 571 Social and Emotional Needs of Gifted  
EDU 572 Models of Gifted Education  
EDU 573 Gifted Curriculum & Instr.  
EDU 574 Teaching Gifted Students

**Special Education: General Education, K-12 Specialization:**

EDU 620 Intro. to Special Education  
EDU 621 Disability Laws & Policies  
EDU 622 Supporting SPED Students

EDU 623 Inclusive Education  
EDU 624 Internship and Seminar in Special Education

**Science, Technology, Engineering, Math (STEM), K-12 Specialization:**

EDU 575 Intro. to STEM Curriculum  
EDU 576 STEM Educ. Research  
EDU 577 Adv. Science & Math Content  
EDU 578 STEM Assessment & Eval  
EDU 579 Leadership in STEM Learning

**Instructional Technology Specialist- Computers Specialization:**

EDU 581: K-12 Digital Literacy  
EDU 582: Digital Citizenship  
EDU 583: K-12 Tech. Integration  
EDU 584: 21st Century Literacies  
EDU 585: Eval & Facilitating Tech

**Curriculum Instructional Specialist Specialization:**

EDU 635 21st Century Learner  
EDU 636 Designing Effective Curriculum  
EDU 637 Instructional Design  
EDU 638 Instr. & Assessment  
EDU 639 Contemporary Issues in Educ

**Higher Education Specialization:**

EDU 625 Intro. to Higher Ed  
EDU 626 Adult Learning Theory  
EDU 627 Higher Ed Instr. Strategies  
EDU 628 Higher Ed Eval. & Assessment  
EDU 629 Higher Ed Internship

**NON-DEGREE PROGRAMS****GRADUATE CERTIFICATE PROGRAMS****Admission Requirements**

Candidates for graduate certificate programs must meet the requirements for graduate degree programs.

**Academically or Intellectually Gifted (AIG), K-12 Certificate**

EDU 570 Intro. to Gifted Education  
EDU 571 Social and Emotional Needs of Gifted  
EDU 572 Models of Gifted Education  
EDU 573 Gifted Curriculum & Instr.

**Curriculum Instructional Specialist Certificate**

EDU 635 21st Century Learner  
EDU 636 Designing Effective Curriculum.  
EDU 637 Instructional Design  
EDU 638 Instr. & Assessment  
EDU 639 Contemporary Issues in Education

**Higher Education Certificate**

EDU 625 Intro. to Higher Ed  
 EDU 626 Adult Learning Theory  
 EDU 627 Higher Ed Instr. Strategies  
 EDU 628 Higher Ed Eval. & Assessment  
 EDU 629 Higher Ed Internship

**Instructional Technology Certificate**

EDU 581: K-12 Digital Literacy  
 EDU 582: Digital Citizenship  
 EDU 583: K-12 Tech. Integration  
 EDU 584: 21st Century Literacies  
 EDU 585: Eval & Facilitating Tech

**Literacy, K-12 Certificate**

EDU 616 Phonics and Vocabulary Instruction  
 EDU 630 Foundations of Reading  
 EDU 640 Teaching of Writing  
 EDU 650 Effective Literacy Instr.  
 EDU 670 Instr. Literacy Leadership

**Science, Technology, Engineering, Math (STEM), K-12 Certificate**

EDU 575 Intro. To STEM Curriculum  
 EDU 576 STEM Educ. Research  
 EDU 577 Adv. Science & Math Content  
 EDU 578 STEM Assessment & Evaluation  
 EDU 579 Leadership in STEM Learning

**Special Education: General Curriculum, K-12 Certificate**

EDU 620 Intro. to Special Education  
 EDU 621 Disability Laws & Policies  
 EDU 622 Supporting SPED Students  
 EDU 623 Inclusive Education  
 EDU 624 Internship and Seminar in Special Education

**POST-BACCALAUREATE TEACHER LICENSURE PREPARATION**

The Cato School of Education offers programs for post-baccalaureate, non-degree candidates seeking initial North Carolina A level licensure. Queens University of Charlotte is approved by the state of NC to offer licensure in the following areas: Elementary Education (K-6), Secondary Education (9-12) in the areas of Biology, Chemistry, English, History, Mathematics, Social Studies, Earth Science, Science, and Physics, and Foreign Language Education in French or Spanish (K-12).

**Admission Requirements**

To be considered for admission to the Post-Baccalaureate Licensure Program, an applicant must:

- Hold a baccalaureate degree from a regionally accredited institution with a major in the subject area

for which secondary licensure is sought, or for elementary licensure, hold a baccalaureate degree from a regionally accredited institution.

- Submit a completed graduate application form.
- Submit official transcript(s) of all post-secondary academic course work.
- Have a cumulative grade point average of at least 2.70 or better on a 4.00 scale on all post-secondary academic course work.
- Submit two letters of professional reference.

**Application for Student Teaching**

Candidates must apply for student teaching in the term preceding their planned student teaching semester. All course work must be completed before the student teaching semester.

**Requirements for Student Teaching:**

- Student Teaching Application and essays
- cumulative grade point average of 2.75
- grades of C or better in all education courses and no more than one C
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

**State Mandated Tests and Assessments**

To be licensed in Elementary or Secondary Education in North Carolina, program completers shall be required to pass the following tests from the NC Tests for Educator Licensure program:

- Pearson Foundations of Reading Test 090 or 190
- Pearson Test 203: Mathematics Subtest or Praxis Test 7813: CKT Math Subtest. Information about this test can be found at: <http://www.nc.nesinc.com/Home.aspx>.
- Secondary and Foreign Language candidates must pass the Praxis II tests in their respective content areas. Information about the Praxis II can be found at [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc).
- All students must complete and pass the Praxis Performance Assessment for Teachers (PPAT) to obtain a NC Teaching License. NCDPI sets passing scores each year. Contact your Education Advisor for more information.

**Technology Portfolio**

To be licensed in North Carolina, candidates must demonstrate technology competencies through portfolios. Information about the portfolio is distributed in the Educational Technology course. This is

required for initial licensure only. The portfolio is completed and submitted during student teaching. Candidates must earn a passing score in order to be recommended for a teaching license.

### Policies

Post-Baccalaureate candidates in the Cato School are also subject to the following additional policies:

- The post-baccalaureate classification carries with it no implication that a candidate will be admitted to a degree program.
- Once a candidate elects to enroll in the post-baccalaureate elementary teacher licensure program, he/she may not transfer into the graduate MAT program.
- Post-baccalaureate candidates must successfully complete all EDU course work at Queens and transfer credit will not be accepted.
- Candidates who successfully complete all licensure requirements, including student teaching, are recommended to NCDPI for licensure by Queens University of Charlotte.
- Post-baccalaureate candidates must submit satisfactory scores on NCDPI required tests to be recommended for licensure in Elementary Education.
- Secondary and Foreign Language candidates must submit satisfactory scores on the Praxis II test in their respective content area. Information about the Praxis II can be found at [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc).
- Post-baccalaureate candidates must submit and earn a passing score on the Technology Portfolio.
- Each candidate for teacher licensure must meet with an advisor to plan an individual schedule of courses. Candidates should thereafter meet with their advisor on a regular basis.
- Candidates may register for any course for which the prerequisites have been satisfied.

### Degree Requirements

Course Requirements for Elementary Education (K-6):

EDU 215 Foundations of Elementary Education  
EDU 225 Understanding the Needs of Diverse Learners  
EDU 235 Exceptional Learners  
EDU 245 Digital Literacies  
EDU 304 Classroom Management and Conflict/Resolution  
EDU 315 Data Driven Instruction and Assessment  
EDU 345 Introduction to Balanced Literacy: Diagnostics and Overview  
EDU 355 Schooling in the Context of Poverty and English Language Learners  
EDU 365 Introduction to Research  
EDU 404 Vocabulary Instruction with Foundations of Reading

EDU 415 Balanced Literacy for K-2 Learners  
EDU 425 Elementary Math Methods  
EDU 435 Balanced Literacy for 3-6 Learners  
EDU 445 Elementary Science Methods  
EDU 455 Elementary Social Studies Methods  
EDU 465 Critical Issues in Education  
EDU 485 Application and Practice: Elementary STEM  
EDU 495 Professional Internship in Elementary Schools

### Requirements for Secondary Licensure (9-12) or Foreign Language (K-12)

Candidates must hold a baccalaureate degree from a regionally accredited institution with a major in the subject area for which secondary licensure is sought. Additional content area courses may be needed for licensure. Interested students should see their advisor to determine if additional course work will be required.

Course Requirements for Secondary (9-12) or Foreign Language (K-12)

EDU 225 Understanding the Needs of Diverse Learners  
EDU 245 Digital Literacies  
EDU 257 Foundations of Secondary Education  
EDU 467 Critical Issues in Secondary Education  
EDU 477 Literacy Integrated in Content Areas  
EDU 487 Secondary Methods and Materials or  
EDU 489 Exploration of the Foreign Language (at the opposite grade of student teaching placement)  
EDU 497 Prof Internship Secondary or  
EDU 496 Prof Internship Foreign Language

## SCHOOL EXECUTIVE LEADERSHIP ACADEMY (SELA)

SELA is a partnership between the Cato School of Education, the McColl School of Business, Charlotte-Mecklenburg Schools (CMS) and other surrounding districts, designed to accelerate the flow of qualified leaders for our schools. It is unique in several ways. It combines the expertise of the School of Business in developing leaders with the expertise in education provided by the School of Education and personnel from the school districts. Successful participants can receive the North Carolina school executive license in 14 months and can earn 18 graduate credit hours in the Master of Arts in Educational Leadership Program, 15 hours in the Master of Arts in Organizational Development Program or 15 hours in the Master of Business Administration Program.

**Academic Policies**

The section [Graduate Academic Policies](#) applies to all degree and non-degree graduate candidates in the Cato School of Education. *See also important additional policies in [Student Rights and Responsibilities](#).* Note: Due to the graduate

programs being accredited and professional programs, graduate programs allows for minimal transfer credits, on a case by case basis when reviewed by the Cato Admissions Committee, and not exceeding 9 hours. Transfer credits cannot replace internship courses.

## The McColl School of Business

The McColl School offers a comprehensive set of educational programs and enrichment opportunities, which educate students to become successful business and professional leaders.

Our vision is to identify the McColl School name with “leadership.” We believe that organizations need leaders with integrity at all levels and that leadership can be learned. We also believe that students need to be competent to understand their own values and to draw on their knowledge and values to influence people within their organizations and communities. We focus on leadership in all areas: when recruiting faculty, when developing curricular content and structure, and when connecting with our business community.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information for these programs can be obtained at [www.mccollschool.edu](http://www.mccollschool.edu) or by calling 704.337.2224. To contact the school by mail, write to The McColl School Graduate Admissions, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

The Flexible **Master of Business Administration (MBA)** program prepares students to be skilled managers and leaders. The curriculum stresses the interaction of the functional areas of business and emphasizes high standards of ethical and social responsibility. The curriculum also emphasizes the need to develop communication and writing skills, international and cultural awareness and a comprehensive managerial perspective. The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience.

The **Master of Science in Talent and Organization Development (MSTOD)** program is intended for working professionals who are interested in leading the design, development, implementation, and management of strategies, structures, and processes that enables an organization’s talent to execute strategy and achieve its goals and objectives.

The **non-degree graduate certificate programs** are designed for professionals seeking to retool or develop knowledge, skills and abilities in a specific area.

### ADMISSION FOR GRADUATE DEGREE PROGRAMS

In order to be considered for admission, applicants must hold a baccalaureate degree from an accredited institution and demonstrate the knowledge and skills necessary to be successful in the graduate degree program to which they have applied.

At least two years of full-time, relevant work experience is required for admission to the MS in Talent & Organization Development. At least 3 years of full-time, relevant work experience is preferred for admission to the Flexible MBA.

Applications must include:

- a completed McColl School of Business graduate application
- an essay
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admission interview (on a case-by-case basis)

MBA applicants with less than 3 years of full-time, relevant work experience may be required to submit an acceptable GMAT or GRE score to be considered for admission. The Admissions Committee also maintains the right to request a GMAT or GRE score from any applicants when additional information is needed to make an admission decision.

Applications are accepted and reviewed year-round on a rolling admissions basis.

### Readmission

A student who is not enrolled for two or more consecutive terms, must apply for readmission to their program in order to return. If readmitted, the student will then be bound to the Catalog in effect at the time of readmission. An application for readmission, an updated resume, and official transcripts from any schools attended since being enrolled at Queens must be submitted to the graduate admissions office.



## ADMISSION FOR GRADUATE CERTIFICATE PROGRAMS

In order to be considered for admission, applicants must hold a baccalaureate degree from an accredited institution and demonstrate the knowledge and skills necessary to be successful in the graduate certificate program to which they have applied.

Work experience is preferred but not required for all certificates. At least 2 years of full-time, relevant work experience is required for admission to the Diversity, Equity & Inclusion Management Certificate, Executive Coaching Certificate, Management Consulting Certificate, and Organizational Leadership Certificate Programs.

Applications must include:

- a completed McColl School of Business graduate application
- an essay
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an interview (on a case-by-case basis)

Applications are accepted and reviewed year-round on a rolling admissions basis.

All graduate certificate programs are non-degree status.

## Master of Business Administration (MBA)

The MBA program prepares students to be skilled managers and leaders. The curriculum focuses on the interaction of the functional areas of business within the broader social and international context and emphasizes high standards of ethical and social responsibility. The faculty, with strong academic and business experience, develop, teach, and regularly update the curriculum. The students are expected to develop communication and writing skills, international and cultural awareness, and a comprehensive managerial perspective.

### PROGRAM DELIVERY

Students may choose to complete the program in a classroom setting, online, or in a combination of these two delivery formats. Some courses are only offered on-campus and some are only available

online. All core course requirements can be completed online or on-campus.

### COURSE SEQUENCE

A student should meet with his/her advisor to develop a plan of study. This will ensure that the courses are taken in proper sequence.

### DEGREE REQUIREMENTS

- **MBA degree:** The MBA degree requires completion of 36 credit hours: 30 credit hours in core courses and 6 credit hours of electives.
- **MBA degree with concentration:** The MBA with a concentration requires completion of 39 credit hours: 30 credit hours in core courses and 9 credit hours in a concentration.

## MBA degree

Students wishing to earn the **MBA degree** must complete a total of 36 credit hours with 30 credit hours in core courses and 6 credit hours in electives.

### Foundation Courses

The MBA program also requires completion of up to 6 credit hours in foundation courses. Some or all of the foundation courses may be waived based on previous academic studies and relevant professional work experience. The foundation courses are designed to provide a basic understanding of financial accounting, spreadsheets, statistics and finance. The contents of the core courses are based on the assumption that students have mastered the knowledge and skills included in the foundation courses and have some computer literacy. Each foundation course is 2 credit hours.

MBA 551 Foundations of Accounting  
MBA 552 Foundations of Quantitative Methods  
MBA 553 Foundations of Finance

### Core Courses

Students must complete 30 hours of core courses for completion of the MBA degree. The core courses focus on the functional areas of business. The curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies. All core courses are 3 credit hours unless noted.

The following courses are required:

MBA 600 Leadership Development

or

MBA 601 Leadership Development I  
and MBA 602 Leadership Development II

MBA 605 Managerial Accounting

MBA 615 Economics for Managers

MBA 625 Marketing Management

MBA 630 Business Analytics

MBA 635 Managerial Finance

MBA 660 Strategic Planning and Implementation

Plus, three of the following courses\*:

MBA 620 Organizational Behavior

MBA 640 Managing in a Global Context

MBA 650 Operations Management

MBA 655 Management Information Systems

*\* If you would like to take all 4 courses, one may be taken as an elective.*

### Electives

Students must complete 6 credit hours of elective courses for completion of the MBA degree. All elective courses are 3 credit hours unless otherwise noted.

MBA 645 Corporate Governance and Ethics

MBA 656 Data Protection

MBA 657 Compliance and Legal Issues

MBA 658 Operational Cybersecurity Management

MBA 659 Network Security

MBA 661 Law and Ethics

MBA 662 Advanced Managerial Finance

MBA 663 Investment Analysis

MBA 664 International Financial Management

MBA 665 Futures and Options

MBA 672 Introduction to Coaching Theories

MBA 673 Advanced Coaching Theories

MBA 674 Coaching Practicum

MBA 675 Talent Management

MBA 680 Contemporary Leadership: Theory  
and Application

MBA 681 Principles of Talent and Organization  
Development

MBA 682 Organizational System Change

MBA 683 Conflict and Negotiation

MBA 684 Transformational Change

MBA 685 Management Consulting

MBA 686 Interpersonal and Group Dynamics

MBA 687 Entrepreneurship: New Venture  
Creation

MBA 688 Global Business Strategy

MBA 689 Creative Connections

MBA 690 Topics in Business Administration

MBA 691 International Experience

MBA 692 Internship (1-3 credit hours)

MBA 693 Cross-Cultural Management

MBA 695 Independent Study (1-3 credit hours)

MHA 500 Health Services Organizations and  
Delivery

MHA 620 Management and HR for Healthcare

MHA 625 Quality Improvement for Healthcare  
Organization

MHA 630 Managerial Epidemiology Research and  
Statistics

## MBA degree with a concentration

Students wishing to earn the **MBA degree with a concentration** must complete a total of 39 credit hours with 30 credit hours in core courses and 9 credit hours in a Concentration. Concentrations are available in Cybersecurity Management, Executive Coaching, Finance, Global Business Management, Healthcare Management, and Leadership and Change. The courses included in a concentration may be offered online or on-campus; thus, a concentration may only be available through one delivery mode. All courses in a concentration are 3 credit hours unless otherwise noted.

### Cybersecurity Management

Students must complete MBA 655 Management of Information Systems as a core course.

In addition, students must complete the following  
electives:

MBA 656 Data Protection

MBA 657 Compliance and Legal Issues

Plus, one of the following electives:

MBA 658 Operational Cybersecurity Management

MBA 659 Network Security

### Executive Coaching

Students should complete MBA 620  
Organizational Behavior as a core course.

Plus, the following three electives:

MBA 672 Introduction to Coaching Theories

MBA 673 Advanced Coaching Theories

MBA 674 Coaching Practicum

### Finance

Students should complete MBA 640 Managing in a  
Global Context as a core course.

Plus, three of the following electives:

MBA 662 Advanced Managerial Finance

MBA 663 Investment Analysis

MBA 664 International Financial Management

MBA 665 Futures and Options

### **Global Business Management**

Students must complete MBA 640 Managing in a Global Context as a core course.

Plus, three of the following electives:

MBA 664 International Financial Management  
MBA 688 Global Business Strategy  
MBA 691 International Experience  
MBA 693 Cross-Cultural Management

### **Healthcare Management - Offered through the Blair College of Health**

MHA 500 Health Services Organization and Development

Plus, two of the following three electives:

MHA 620 Management of Human Resources for Healthcare  
MHA 625 Quality Improvement for Healthcare Organizations  
MHA 630 Managerial Epidemiology Research and Statistics

### **Leadership and Change**

Students should complete MBA 620 Organizational Behavior as a core course.

Plus, three of the following electives:

MBA 680 Contemporary Leadership: Theory and Application  
MBA 681 Introduction to Organization Development  
MBA 682 Organizational System Change  
MBA 683 Conflict and Negotiation  
MBA 684 Transformational Change  
MBA 685 Management Consulting  
MBA 686 Interpersonal and Group Dynamics

## **Master of Science in Talent and Organization Development (MSTOD)**

The Master of Science in Organization Development (MSTOD) program is intended for working professionals who are interested in designing and leading organizational change. Grounded in the behavioral and management sciences, the MSTOD program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

### **COURSE SEQUENCE**

A student should meet with their Advisor to develop a plan of study. This will ensure that the courses are taken in proper sequence. Students are encouraged to complete TOD 600 or 602 and TOD 605 early in their program of study. Core and Flexible Core courses serve as a foundation for specialized courses and should be completed as soon as practical. TOD 695 may be taken only after all other core courses are completed.

### **DEGREE REQUIREMENTS**

The Master of Science in Talent and Organization Development is a 30-credit hour program including 21 credit hours of core courses and 9 credit hours of electives.

#### **Core Courses**

Students must successfully complete 18 credit hours of core courses.

TOD 600 Leadership Development

or

TOD 601 Leadership Development I  
and TOD 602 Leadership Development II  
TOD 605 Principles of Talent and Organization Development

TOD 615 Business Acumen

TOD 620 Interpersonal and Group Dynamics

TOD 630 People Analytics: Optimizing Human Capital with Data

TOD 695 Applied Capstone

#### **Flexible Core Courses**

Students must successfully complete 3 credit hours of flexible core courses. (Both courses may be completed, and one will count as an elective.)

TOD 610 Organizational System Change

TOD 635 Talent Management

#### **Electives Courses**

Students must complete 9 credit hours of elective courses for completion of the MSTOD degree. All elective courses are 3 credit hours unless otherwise noted.

TOD 622 Understanding Social Identities

TOD 624 Cross-cultural Management

TOD 625 Introduction to Coaching Theories and Applications

TOD 632 Conflict and Negotiation

TOD 634 Advanced Coaching Theories and Practice

TOD 636 Coaching Practicum

TOD 638 Entrepreneurship: New Venture Creation

TOD 640 Learning and Facilitation

TOD 642 Applied Assessments and Measurements  
 TOD 643 Principles of Project Management  
 TOD 644 Management Consulting  
 TOD 645 Talent Strategies  
 TOD 646 Transformational Change  
 TOD 648 Creative Connections  
 TOD 650 Contemporary Leadership: Theory and Application  
 TOD 652 International Experience  
 TOD 654 Independent Study: Talent & Organization Development  
 TOD 656 Not-for-Profit Leadership and Management  
 TOD 658 Resource Development  
 TOD 665 Internship  
 TOD 670 Topics in Talent & Organization Development

## MSTOD with a Concentration

Students wishing to earn the MSTOD degree with a concentration must complete a total of 30 credit hours with 18 credit hours in core courses and 3 credit hours in the flexible core courses and 9 credit hours in a Concentration. Concentrations are available in Diversity, Equity & Inclusion Management, Executive Coaching, Learning & Development, Management Consulting, Not for Profit Leadership. The courses included in a concentration may be offered online or on-campus; thus, a concentration may only be available through one delivery mode. All courses in a concentration are 3 credit hours unless otherwise noted.

### Diversity, Equity & Inclusion Management

TOD 622 Understanding Social Identities  
 TOD 624 Cross-cultural Management

*Plus, one of the following:*

TOD 646 Transformational Change  
 TOD 652 International Experience

### Executive Coaching

Students must complete TOD 635 Talent Management as a flexible core course.

TOD 625 Introduction to Coaching: Theories and Applications  
 TOD 634 Advanced Coaching: Theory and Practices  
 TOD 636 Coaching Practicum

### Learning & Development Management

Students must complete TOD 635 Talent Management as a flexible core course.

TOD 625 Introduction to Coaching  
 TOD 640 Learning and Facilitation  
 TOD 642 Applied Assessments and Measurements

### Management Consulting

Students must complete TOD 610 Organizational System Change as a flexible core course.

TOD 644 Management Consulting

*Plus, two of the following:*

TOD 643 Principles of Project Management  
 TOD 632 Conflict and Negotiation  
 TOD 648 Creative Connections  
 TOD 638 Entrepreneurship: New Venture Creation

### Not for Profit Leadership

TOD 656 Not-for-Profit Leadership and Management  
 TOD 658 Resource Development

*Plus, one of the following:*

TOD 646 Transformational Change  
 TOD 650 Contemporary Leadership: Theory and Application

## Non-Degree Graduate Certificates

Courses for the non-degree certificate programs are 3 credit hours unless otherwise noted. Some courses may require prerequisite courses not listed. Courses may be offered online or on-campus.

### Change Management Certificate (9 credit hours)

TOD 605 Principles of Talent and Organization Development  
 TOD 610 Organizational System Change

Plus, one of the following electives:

TOD 643 Principles of Project Management  
 TOD 648 Creative Connections

### Cybersecurity Management Certificate (15 credit hours)

MBA 620 Organizational Behavior or MBA 650 Operations Management  
 MBA 655 Management of Information Systems  
 MBA 656 Data Protection  
 MBA 657 Compliance and Legal Issues

Plus, one of the following electives:

MBA 658 Operational Cybersecurity Management

MBA 659 Network Security

**Diversity, Equity, and Inclusion Management Certificate (9 credit hours)**

TOD 620 Interpersonal and Group Dynamics  
TOD 622 Understanding Social Identities  
TOD 624 Cross-cultural Management

**Executive Coaching Certificate (9 credit hours)**

TOD 625 Introduction to Coaching Theories and Application  
TOD 634 Advanced Coaching Theories and Practice  
TOD 636 Coaching Practicum

**Finance Certificate (15 credit hours)**

MBA 605 Managerial Accounting  
MBA 635 Managerial Finance

Plus, three of the following electives:

MBA 662 Advanced Managerial Finance  
MBA 663 Investment Analysis  
MBA 664 International Financial Management  
MBA 665 Futures and Options

**Global Business Management Certificate (15 credit hours)**

MBA 615 Economics for Managers  
MBA 640 Managing in a Global Context

Plus, three of the following electives:

MBA 664 International Financial Management  
MBA 688 Global Business Strategy  
MBA 691 International Experience  
MBA 693 Cross-Cultural Management

**Healthcare Management Certificate (15 credit hours)**

MBA 605 Managerial Accounting  
MBA 625 Marketing Management  
MHA 500 Health Services Organization and Development

Plus, two of the following three electives:

MHA 620 Management of Human Resources for Healthcare  
MHA 625 Quality Improvement for Healthcare Organizations  
MHA 630 Managerial Epidemiology Research and Statistics

**Leadership and Change Certificate (15 credit hours)**

MBA 600 Leadership Development  
or  
MBA 601 Leadership Development I and MBA 602 Leadership Development II

MBA 620 Organizational Behavior

Plus, three of the following:

MBA 680 Contemporary Leadership: Theory and Application  
MBA 681 Introduction to Organization Development  
MBA 682 Organizational Systems Change  
MBA 683 Conflict and Negotiation  
MBA 684 Transformational Change  
MBA 685 Management Consulting  
MBA 686 Interpersonal and Group Dynamics

**Learning & Development Management Certificate (9 credit hours)**

TOD 635 Talent Management  
TOD 640 Learning and Facilitation

Plus, one of the following electives:

TOD 625 Introduction to Coaching  
TOD 642 Applied Assessments and Measurements

**Management Consulting Certificate (9 credit hours)**

TOD 605 Principles of Talent and Organizational Development  
TOD 610 Organizational System Change  
TOD 644 Management Consulting

**Organizational Leadership Certificate (9 credit hours)**

TOD 600 Leadership Development  
or  
TOD 601 Leadership Development I and TOD 602 Leadership Development II  
TOD 650 Cont Leadership: Theory/Application

Plus, one of the following electives:

TOD 605 Principles of Talent and Organization Development  
TOD 625 Introduction to Coaching Theories and Applications  
TOD 620 Interpersonal and Group Dynamics  
TOD 632 Conflict and Negotiation  
TOD 635 Talent Management

**Not for Profit Leadership Certificate (9 credit hours) \***

TOD 600 Leadership Development  
or  
TOD 601 Leadership Development I and TOD 602 Leadership Development II  
TOD 656 Not for Profit Leadership and Management  
TOD 658 Resource Management



**Talent Management Certificate (9 credit hours)**

TOD 630 People Analytics: Optimizing Human Capital with Data

TOD 635 Talent Management

TOD 644 Talent Strategies

**ACADEMIC POLICIES**

The [Graduate Academic Policies](#) stated in a separate catalog section apply to all graduate students. The following policies supplement or modify those policies for students in McColl School graduate degree and nondegree programs, and these may take precedence.

See also important additional policies in [Student Rights and Responsibilities](#)

**Transferred Courses**

The McColl School graduate program director will review all transfer approval requests in accordance with the university policy.

**Registration****Repeated Courses**

A graduate course may be repeated only once. A student may repeat no more than two courses. Each grade earned in a course is shown on the student's transcript. However, when a course is repeated, the hours earned and the grade in the first attempt will be excluded from computation of the grade point average but not from the number of C grades accumulated. Even though a student successfully repeats a course in which he/she has earned a C, a third C may result in dismissal from the program. A student who receives a grade of F in a repeated course in which he/she has previously earned an F will be dismissed from the program.

**Grades****Grade Appeals**

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade and satisfactory

agreement between the student and the instructor cannot be reached, the student should ask to meet with the program director. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School may be scheduled.

**Incomplete Status**

The McColl School of Business follows the Graduate Academic Policies for courses with an Incomplete status.

**Student Qualifications****MSB Student Qualifications Committee (SQC)**

The McColl School faculty has established standards of satisfactory academic progress, which are administered by its Student Qualifications Committee. At the end of each term, the committee reviews the academic record of each student who is in academic difficulty and notifies students via email decisions related to probation or dismissal.

**Academic Probation and Dismissal**

A McColl graduate student who earns a grade of "F" in any course or three (3) grades of "C" is subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000.

- Decisions regarding probation and the terms of probation are made at the end of each term. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the letter of probation.
- Decisions regarding dismissal are made at the time of the cause of dismissal (student earns an F or 3<sup>rd</sup> C).
- If the student does not meet the terms of probation, the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

**Graduation****Graduation Requirements**

Graduate students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required. Any graduate course completed in the McColl School of Business or completed at Queens and used toward a McColl School of Business graduate degree requirement will

be used in the calculation of a student's cumulative GPA.

**Variation in Degree Requirements**

Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

At the discretion of the McColl School of Business Student Qualifications Committee (MSB SQC), a student may be allowed to take additional course work to increase his/her grade point average to the required 3.00. However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

## James L. Knight School of Communication

### Master of Arts in Communication (MA)

Consistent with Queens' liberal arts tradition, the mission of the Knight School Master of Arts in Communication program is to develop students into effective communicators who are engaged citizens and leaders in the communities they serve. The MA in Communication program infuses communication theory with practical application to prepare students to employ emerging media and technology to create effective messages to lead work teams, organizations, and communities. Students will gain an in-depth understanding of relevant, cutting-edge communication strategies and principles with the skills needed to thrive as a communication industry leader.

Endowed by the John S. and James L. Knight Foundation, the School's mission is further demonstrated by its commitment to being a leader in the study and practice of digital and media literacy. The Knight School of Communication is committed to providing students critical skills in accessing, analyzing, and creating content by using a variety of digital platforms.

MA in Communication students can pursue their interests and support their career aspirations by taking specialized courses in Strategic Communication or Organizational Communication. The Strategic Communication specialization emphasizes the essential skills required for designing, implementing and managing communication plans and strategies while developing an understanding of critical concepts in communication research, public relations, content creation and more to enable individuals and/or organizations achieve their mission and/or goals. The Organizational Communication specialization explores both the theory and practice of effective leadership, team building, and group dynamics, and conflict management within an organizational setting. Students focus upon the importance of effective group and team communication, which are critical for organizations to achieve their mission and/or goals.

As an alternative to the MA in Communication degree, students can choose to complete a 15-

credit certificate in Strategic and/or Organizational Communication. The two certificates are stackable which means by completing both certificates, a student can earn the 30-credit hour M.A. in Communication. Whether completing the program or a certificate, Knight School MA in Communication students graduate prepared to make a difference, whether it is increasing organizational success, launching an entrepreneurial endeavor, or addressing a community or societal problem or need.

The program includes 30 credit hours of coursework. A student completes 12 credit hours of core requirements and an additional 18 credit hours of coursework in a specialization and/or elective.

#### A Flexible Program

The M.A. in Communication program is a flexible program which means students can take courses that are face-to-face, hybrid, or virtual. Students can choose to take the entire program on campus or virtually or by a combination of the two formats. Small class sizes ensure individualized attention and interaction with faculty. Many of our students also have an opportunity to collaborate with faculty on topics and projects related to their core interests.

### ADMISSION

**Requirements for Admission** Requirements for admission into the MA in Communication program include:

1. Bachelor's degree from an accredited college or university.
2. Completed application which includes:
  - Application form
  - Resume' outlining academic and professional background and recognitions, honors, and awards.
  - Written statement describing professional and personal goals and objectives. For more information, read the [Personal Statement Guidelines](#).
  - Non-refundable \$75 application fee.
3. Supporting documents which include:
  - Official transcripts of all post-secondary academic course work
  - Two letters of academic or professional reference.

An interview with the Admissions Committee may be requested.

**CLASS SCHEDULING**

On-campus courses typically meet once a week for eight weeks. Virtual classes typically are asynchronous and are completed in eight weeks. Students can choose to take on-campus, hybrid, and/or virtual courses.

**ACADEMIC POLICIES**

The section [Graduate Academic Policies](#) applies to all degree and non-degree graduate students in the School of Communication. See *also important additional policies in **Student Rights and Responsibilities***.

The following additional policies also apply to communication graduate students:

1. Students earning a C grade in COM 601 Communication Theory may be subject to dismissal from the program.
2. A student admitted on academic probation in the School of Communication should follow the terms of probation set by his or her admission letter but may enroll in no more than two courses during their first term of study.

**For More Information**

Those interested in the graduate program should contact the Graduate Admissions Office at 704.337.2313 for information or an application.

**REQUIREMENTS FOR THE DEGREE****Core Requirements (12 hours):**

COM 601 Communication Theory  
COM 605 Communication Research Methods  
COM 616 Communication Ethics  
COM 624 Issues in Intercultural Communication

*Plus, an additional 18 hours of coursework chosen from the following specializations or elective courses:*

**Strategic Communication Specialization (9 hours):**

COM 613 Principles of Public Relations  
COM 664 Organizational Identity and Branding  
COM 678 Strategic Digital Design

**Organizational Communication Specialization (9 hours):**

COM 610 Organizational Communication  
COM 617 Group & Team Dynamics  
COM 629 Communication & Leadership

**Elective Courses:**

COM 640 Crisis Communication  
COM 642 Media Theory & Criticism  
COM 646 Digital Community Engagement  
COM 650 Independent Study  
COM 655 Interpersonal Communication  
COM 658 Creativity and Networks  
COM 665 International Experience  
COM 668 Special Topics in Communication  
(repeatable as needed)  
COM 670 Directed Topics in Communication  
(1-3 hours; repeatable up to 6 hours)

**Total Hours: 30**

*Note: All core and specialization courses are available in both on campus/hybrid and virtual formats. Elective courses are available in either hybrid/on campus or virtual formats.*

**NON DEGREE GRADUATE CERTIFICATES**

The program also offers two 15 credit hour standalone certificates in Strategic Communication and Organizational Communication. These certificates are "stackable" by completing both certificates, students can earn the 30 credit hour degree. The courses in the program are offered on-campus (hybrid) or online in eight-week sessions. All courses are 3 credit hours.

**Certificate in Strategic Communication (15 hours):**

COM 601 Communication Theory\*  
COM 605 Communication Research Methods\*  
COM 613 Principles of Public Relations  
COM 664 Organizational Identity and Branding  
COM 678 Strategic Digital Design

**Certificate in Organizational Communication (15 hours):**

COM 601 Communication Theory\*  
COM 605 Communication Research Methods\*  
COM 610 Organizational Communication  
COM 617 Group & Team Dynamics  
COM 629 Communication & Leadership

**\* Note: If COM 601 and COM 605 have already been completed, two alternative courses in the program must be approved by the Director for the completion of the certificate.**

**Note 2: All specialization courses are available in both on campus/hybrid and virtual formats.**

## ANDREW BLAIR COLLEGE OF HEALTH

### Master of Health Administration (MHA)

The Master of Health Administration (MHA) is a master's level online degree in the healthcare field that incorporates theoretic knowledge and technical skills applied to operational and business issues related to the delivery of healthcare. The MHA will prepare graduates for leadership and administrative roles in hospitals, healthcare facilities, consulting, policy, and other health-related professions. The framework for the program is based on the core competencies of the American College of Healthcare Executives (ACHE), including leadership, financial acumen, operational analysis, quality improvement, strategy design and implementation. Delivery of program content is presented in a combination of synchronous and asynchronous learning.

#### Admissions Requirements:

Students are admitted three times per year. Admission criteria is subject to revision. Please check the program website for current admission criteria.

The following are required to be considered for admission to the MHA program:

- Completed graduate school application
- Bachelor's degree from a regionally accredited university
- Official transcripts of all post-secondary academic work
- Cumulative GPA of at least 3.0 with equivalent of two years full-time health care work experience OR GPA 2.5 – 2.99 with 5 years health care management experience including supervisory responsibility and/or budget responsibility
- Resume
- Personal Statement including professional goals
- Two letters of reference from professionals capable of evaluating work experience and/or educational background

#### Degree Requirements

The Master of Health Administration consists of 36 credit hours at the graduate level.

- MHA 500 Health Services Organizations and Delivery (3)
- MHA 530 Organizational Behavior in Healthcare Organizations (3)
- MHA 600 Financial Management in Healthcare Organizations I (3)
- MHA 610 Financial Management in Healthcare Organizations II (3)
- MHA 620 Management and Human Resources of Healthcare Organizations (3)
- MHA 625 Quality Improvement in Healthcare Organizations (3)
- MHA 630 Managerial Epidemiology, Research, and Statistics (3)
- MHA 635 Clinical Issues in Health Services Management (3)
- MHA 640 Healthcare Economics and Policy (3)
- MHA 645 Healthcare Law and Ethics (3)
- MHA 650 Healthcare Information Systems (3)
- MHA 680 Strategic Planning and Marketing for Healthcare Organizations (3)



## THE PRESBYTERIAN SCHOOL OF NURSING

### Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nursing leaders. Students acquire advanced knowledge of nursing theory, research, informatics, and health policy in addition to specialized knowledge in a selected track. Integral to the program are interprofessional educational experiences.

**Clinical Nurse Leader®** students learn to care for patients with complex conditions and work with teams to improve quality outcomes and efficiency of care for patient groups. Graduates are prepared to manage the care environment and clinical outcomes, address ethical issues, and deliver evidence-based care within the microsystem. Graduates are eligible to take the national certification exam for Clinical Nurse Leader®.

**Nurse Administrator and Nurse Educator:** The nurse administrator and educator specialty tracks are integrated. Nurse Educator and Nurse Administrator students develop foundational knowledge in program and curriculum development, teaching, and evaluation for academic and clinical settings. Students gain a strong understanding of the preparation of future nurses for healthcare systems. Students will also develop foundational knowledge of system level issues, including strategic planning, budgeting, and personnel management. Regulatory, legal, and ethical issues are explored. In the final semester, students choose a capstone and practicum experience in either the Nurse Educator or Nurse Administrator specialty. Graduates are prepared to be leaders in their organizations.

#### Nursing Informatics:

Nursing Informatics students will be prepared to participate in the analysis, design, and implementation of information and communication systems, effectiveness and informatics research, and the education of nursing informatics and information technology. The practices of these graduates will enhance health care decision making and the delivery of safe patient care. Graduates are prepared to be leaders in their organizations.

### ADMISSION

Students are admitted three times per year. It is the applicant's responsibility to submit all application documents to allow sufficient time for review prior to the intended term of admission.

The following are required to be considered for admission to the MSN program\*:

1. Completed Graduate Application
2. Official transcripts of all post-secondary academic coursework, indicating evidence of one of the following:
  - a. BSN degree earned at a regionally accredited institution and nursing program accredited by ACEN, NLNAC, or CCNE.
  - b. Associate degree in nursing with bachelor's degree in another field will be considered.
  - c. Associate degree in nursing are eligible for RN to MSN entry option.
3. Applicants will be considered for admission if the following requirements are both met:
  - a. Cumulative GPA of at least 2.5 on a 4.0 scale
  - b. Last 60 nursing credits GPA of at least 2.5 on a 4.0 scale
4. Current unrestricted license to practice as a registered nurse in the state in which the student will complete any practicum requirements of the program.
5. No GRE required

### Degree Requirements

The Master of Science in Nursing with a concentration in either Nurse Educator, Nurse Administrator, Clinical Nurse Leader®, or Nursing Informatics requires 37 credit hours at the graduate level, including 18 credit hours in nursing core courses, and 19 credit hours in specialty courses.

**Clinical Requirements:** Queens University of Charlotte must have a facility agreement in place in order for students to participate clinical and complete required hours for all courses with a clinical component. (\*clinical courses)

### MSN Core Courses (required before specialty courses for all tracks):

NUR 612 Theoretical Foundations (3 Hrs.)  
 NUR 624 Health Policy (3 Hrs.)  
 NUR 628 Informatics in Health Care (3 Hrs.)  
 NUR 630 Data Interpretations (3 Hrs.)  
 NUR 632 Research Methods (3 Hrs.)  
 NUR 655 Integrative Clinical Concepts (3 Hrs.)

**Clinical Nurse Leader® Track Specialty****Courses:**

- NUR 661 Leadership Principles and Practices (3 Hrs.)
- NUR 652 Management of Clinical Outcomes\* (4 Hrs.) *50 clinical hours*
- NUR 653 Management of the Care Environment\* (4 Hrs.) *50 clinical hours*
- NUR 654 Clinical Nurse Leader Residency\* (6 Hrs.) *300 clinical hours*
- NUR 670 Graduate Nursing Capstone (2 Hrs.)

**Nurse Administrator and Nurse Educator track Specialty Courses:**

- NUR 661 Leadership Principles and Practices (3 Hrs.)
- NUR 662 Financial Management for Nurse Leaders (3 Hrs.)
- NUR 663 Principles of Curriculum and Evaluation (3 Hrs.)
- NUR 664 Educational Principles and Practices (3 Hrs.)
- NUR 667 Nurse Administrator Residency\* (5 Hrs.) *225 clinical hours*
- OR
- NUR 668 Nurse Educator Residency\* (5 Hrs.) *225 clinical hours*
- NUR 670 Nursing Capstone Course (2 Hrs.)

**Nursing Informatics Track Courses:**

- NUR 661 Leadership Principles and Practices (3 Hrs.)
- NUR 662 Financial Management for Nurse Leaders (3 Hrs.)
- NUR 665 Clinical Information Systems (3 Hrs.)
- NUR 666 Healthcare Data Implementation, Management, and Evaluation (3 Hrs.)
- NUR 670 Graduate Nursing Capstone (2 Hrs.)
- NUR 669 Nursing Informatics Residency\* (5 Hrs.) *225 practicum hours*

**RN-MSN Track Transition Courses**

*\*RN-MSN Track Transition Courses will be completed prior to starting MSN Core Curriculum for students admitted to the RN-MSN Track*

- NRN 310 Nursing: A Practice Discipline (3 Hrs.)
- NUR 500 Population Health Nursing (3 Hrs.)

**MSN Core Courses (required before specialty courses for all tracks):**

- NUR 612 Theoretical Foundations (3 Hrs.)
- NUR 624 Health Policy (3 Hrs.)
- NUR 628 Informatics in Health Care (3 Hrs.)
- NUR 630 Data Interpretations (3 Hrs.)

NUR 632 Research Methods (3 Hrs.)

NUR 655 Integrative Clinical Concepts (3 Hrs.)

**Clinical Nurse Leader® Track Specialty****Courses:**

- NUR 661 Leadership Principles and Practices (3 Hrs.)
- NUR 652 Management of Clinical Outcomes\* (4 Hrs.) *50 clinical hours*
- NUR 653 Management of the Care Environment\* (4 Hrs.) *50 clinical hours*
- NUR 654 Clinical Nurse Leader Residency\* (6 Hrs.) *300 clinical hours*
- NUR 670 Graduate Nursing Capstone (2 Hrs.)

**Nurse Administrator and Nurse Educator track Specialty Courses:**

- NUR 661 Leadership Principles and Practices (3 Hrs.)
- NUR 662 Financial Management for Nurse Leaders (3 Hrs.)
- NUR 663 Principles of Curriculum and Evaluation (3 Hrs.)
- NUR 664 Educational Principles and Practices (3 Hrs.)
- NUR 667 Nurse Administrator Residency\* (5 Hrs.) *225 clinical hours*

OR

- NUR 668 Nurse Educator Residency\* (5 Hrs.) *225 clinical hours*
- NUR 670 Nursing Capstone Course (2 Hrs.)

**Nursing Informatics Track Courses:**

- NUR 661 Leadership Principles and Practices (3 Hrs.)
- NUR 662 Financial Management for Nurse Leaders (3 Hrs.)
- NUR 665 Clinical Information Systems (3 Hrs.)
- NUR 666 Healthcare Data Implementation, Management, and Evaluation (3 Hrs.)
- NUR 670 Graduate Nursing Capstone (2 Hrs.)
- NUR 669 Nursing Informatics Residency\* (5 Hrs.) *225 practicum hours*

*\*Students should refer to the **PSON Student Handbook** for information about clinical sites and agreements.*

## Non-Degree Programs: Post Master's Certificate Programs

### ADMISSION

- MSN or MN degree.
- Current unrestricted license to practice as a registered nurse in the state in which the student will complete any practicum requirements of the program.

Post-master's certificate students are eligible for financial aid. Students may also be eligible for private funding such as employer scholarships or private loans.

Students who complete the Queens University of Charlotte integrated MSN Nurse Administrator or Nurse Educator track and seek the alternate certificate are only required to take the additional residency course.

The following courses are required for Nurse Educator and Nurse Administrator students admitted to the post-master's certificates for students who earned a MSN at another institution or at Queens prior to and including May 2018.

### Nurse Administrator post-masters Certificate:

NUR 661 Leadership Principles and Practices (3 Hrs.)  
NUR 662 Financial Management for Nurse Leaders (3 Hrs.)  
NUR 667 Nurse Administrator Residency\* (5 Hrs.) 225  
*clinical hours*

**Total: 11 hours**

### Nurse Educator post-masters Certificate:

NUR 663 Principles of Curriculum and Evaluation (3 Hrs.)  
NUR 664 Educational Principles and Practices (3 Hrs.)  
NUR 668 Nurse Educator Residency\* (5 Hrs.)  
225 *clinical hours*

**Total: 11 hours**

### Clinical Nurse Leader post-masters Certificate:

NUR 652 Management of Clinical Outcomes\* (4 Hrs.)  
50 *clinical hours*  
NUR 653 Management of the Care Environment\* 50  
*clinical hours* (4 Hrs.)  
NUR 654 Clinical Nurse Leader Residency\* (6 Hrs.)  
300 *clinical hours*  
NUR 661 Leadership Principles and Practices (3 Hrs.)

**Total: 17 hours**

### Nursing Informatics post-masters Certificate:

NUR 661 Leadership Principles and Practices (3 Hrs.)  
NUR 662 Financial Management for Nurse Leaders (3 Hrs.)  
NUR 665 Clinical Information Systems (3 Hrs.)  
NUR 666 Healthcare Data Implementation, Management, and Evaluation (3 Hrs.)  
NUR 669 Nursing Informatics Residency\* (5 Hrs.) 225  
*clinical hours*

**Total: 17 hours**

## ACADEMIC POLICIES

The section [Graduate Academic Policies](#) applies to all degree and non-degree graduate students in the Presbyterian School of Nursing.

See also important additional policies in [Student Rights and Responsibilities](#)

### Nursing Specific Policies and Procedures

Please see the current edition of the **PSN Student Handbook** for details on the specific policies and procedures for MSN students.

### Full-Time Status for the NC Nurse Scholars Program

For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

## Graduate Academic Policies

See important policies under [Student Rights and Responsibilities](#)

*The following policies generally apply to all graduate students. However, academic programs may have additional or modified policies, and these may take precedence.*

### Academic Advising

An academic advisor is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program or to discuss current academic questions and problems.

### Academic Responsibility

Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, however the student is ultimately responsible for fulfilling all requirements for his or her degree.

**ADMISSION** See also program specific admissions requirements.

**Full Admission** – Students are fully admitted to the graduate program, have met all admissions requirements, and are eligible to receive financial aid.

**Probational Admission** – Students are fully admitted to the graduate program but are placed on academic probation due to deficiencies in the academic admissions requirements (ie. low GPA). Students are eligible for financial aid for one term. Students must meet the terms of their letter of admission to be allowed to continue in the program.

**Provisional Admission** – Students admitted into a graduate program provisionally are not fully admitted into the program and are not eligible for financial aid. Students must meet the terms of their letter of admission to become fully admitted (i.e., missing transcripts, awaiting degree conferral).

### Admissions Eligibility

A student offered admission to a graduate program will be eligible for enrollment for twelve months following the beginning of the term for which the offer has been made. Individuals who wish to enter after this period are required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

### Catalog of Entry

A student must fulfill the degree requirements set forth in the current Catalog during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If a student is readmitted they re-enter under the Catalog in effect at the time of readmission.

### Credit Hour

All graduate degree programs at Queens University of Charlotte are a minimum of 30 credit hours. Per the federal definition of "credit hour," the designation of a course credit can be determined by the following four factors: (1) the number of faculty/student actual contact hours per week; (2) the number of hours required outside of the classroom (beyond contact hours) for completion of the course; (3) participation in labs and clinicals according to formulae developed in accordance to requirements of accreditation bodies; and (4) the length of the term of instruction. Academic units are responsible for assigning course credit during the curriculum approval process and involves Graduate Council and President's Council's Executive Committee for substantive changes. The Provost has oversight over course credit across the university.

### Grades

Students obtain final course grades online through MyAccount.

**Grade Appeals**

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the program in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the program's dean.

**Grade Point Average**

The grade point average in the program is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of A, B, C and F. Courses with grades or status of P, W and I are not figured in the grade point average. In addition, a student's cumulative grade point average at Queens is based solely on academic work at Queens and is not affected by course credit earned at another institution.

**Grade Scale**

Grades are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality Points	Interpretation
A	4.000	Excellent
B	3.000	Satisfactory
C	2.000	Poor
F	0.000	Failing
P	0.000	Passing

**Course Status Interpretation** *(Has no effect on Quality Points)*

I Course Work Incomplete  
W Student Withdrawn

**Pass / Fail**

Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

**Incomplete**

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he or she cannot complete assignments before the end of the term. After discussion with the student, if the faculty member agrees to assign a grade status of Incomplete, the student must sign the appropriate form filed with the Registrar. The faculty member determines the amount of time provided to the student to complete their work. This period must be no later than the end of the next regular semester.

Students who do not complete course requirements in the prescribed time frame may be qualified to earn an incomplete. This applies to both 8- and 16-week courses. All course and clinical components must be completed within 16 weeks from the last date of the class in which the incomplete was received. A grade "I" automatically becomes an "F" if the student fails to make up incomplete work satisfactorily by the above deadlines. Conversion of an "I" to a regular grade may affect financial aid.

A student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 72 hours prior to the first day of class for the subsequent term/semester.



Neither credit hours nor grade points are awarded for a course whose status is "I." A student with a grade of "I" in a pre-requisite for another course, may not register for the next course in the sequence. A student with a status of "I" in a required course may not receive a degree.

**International Student Admission**

Queens graduate programs welcome international students. International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program.

If transferring credit from a college or university outside of the U.S., students must submit a course-by-course evaluation performed by an independent evaluator. You may use any educational evaluation agency that is a member of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)). In addition, secondary school transcripts in a language other than English must be translated into English by a certified translator.

Applicants for whom English is not the first language must submit evidence of English language proficiency in one of the following ways:

- Satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version or 79 on the TOEFL iBT internet version and have the official score report sent to the Office of Admissions. Information may be obtained by writing to the TOEFL program, Educational Testing Service, BOX 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date.
- Queens also will accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.5 for applicants.
- In lieu of TOEFL or IELTS scores, Queens will accept prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Service to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled full-time (as defined by the University) in both the fall and the spring terms to be eligible for a F-1 student visa. Only one (1) online course can count towards full-time enrollment per term to meet the F-1 visa requirements. Graduate students using a visa are not eligible for financial aid.

F-1 visa are required for international students attending in-person residencies.

**Honor Code**

The Honor Code is binding on all members of the University community and applies to all phases of life at the University. The student's signature on the application for admission to the University indicates understanding and acceptance of the Honor Code at [University Honors Code Booklet](#).

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior, and academic dishonesty.

**Residency Requirements**

Every student earning a graduate degree must complete at least one-third of the credit hours of the degree at Queens University of Charlotte.

**Time Limits for Completion of a Certificate Program**

A student has seven years from the time s/he begins course work meeting the requirements for a certificate program to complete the program. This includes the dates of certificate courses completed prior to entering the certificate program or transferred as part of the requirements for the certificate.

**Time Limits for Degree Completion**

The graduate degree must be completed within seven years from enrollment of the program. Any exceptions to the time limit must be granted by the program's Graduate Student Qualifications Committee.

**Variations in Degree Requirements**

Any change in degree requirements must be approved by the program's Graduate Student Qualifications Committee.

**REGISTRATION**

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

**Repeated Course(s)**

A course may be repeated only once. No more than two courses in the degree requirements may be repeated.

If a course is repeated at Queens, the grade and credit from the repeated course becomes the official grade and credit. The earlier course grade will appear on the student's transcript, and it is not computed in the cumulative grade point average or in the credit hours earned towards academic standing or graduation.

If a course is repeated at another institution, prior approval must be obtained from the appropriate program director. See Courses Taken Elsewhere After Enrollment. The credit and not the grade will transfer in towards the degree requirement. The original grade will be figured into the cumulative grade point average. See also Transferred Courses.

Tuition is charged for all repeated courses. Repeated course may or may not be applicable towards financial aid. Please contact the Student Financial Services Office for further information.

**Drop and Add**

The drop and add period is limited and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the [Registrar's Web site](#).

When a course is dropped during the drop/add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University. After the drop/add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W."

**Withdrawal from a Course**

After the drop/add period has ended the student who does not wish to continue in a course must withdraw from the course. The withdrawal period is limited and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's website. A status of "W" will be recorded if a student withdraws during the withdrawal period. See [Withdrawal and Financial Obligations](#)

**Auditing a Class**

A graduate level course cannot be audited.

**Abandoning a Class**

A student who simply stops attending class after the drop/add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. See [Withdrawal and Financial Obligations](#)

**STATUS****Full-Time Status**

A graduate student enrolled in at least 6 credit hours per term (Fall, Spring, or Summer) is considered a full-time student.

**Part-Time Status**

A graduate student enrolled in fewer than 6 credit hours per term (Fall, Spring, and Summer\*) is considered a part-time student.

\* Summer status may differ.

**Full Degree Status**

Full degree status is assigned to students who are pursuing a graduate degree and who have met the admissions requirements.

**Graduate Certificate Status**

A student who wishes to take graduate courses for an approved graduate or post-master's certificate, but not for a degree, will be classified as having graduate certificate status. To be admitted as a certificate-seeking student, an individual must meet admission requirements. Upon successful completion of the graduate certificate program, the student will be awarded a certificate.

**Visiting Student Status**

A student who wishes to take a graduate course to transfer to another institution will be classified as a visiting student. Generally, a visiting student is admitted for one term only. Visiting students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the School or College.

**STUDENT QUALIFICATIONS–** *See also each academic program's unique policies.*

Graduate program faculty have established standards of satisfactory academic progress which are administered by its Student Qualifications Committees. Each graduate program has a Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who does not meet program progression standards. A student may make an appeal of a decision by the school's SQC to the Graduate Council if the student believes that the process has not been followed in determining the decision.

**Admission on Probation**

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

**Academic Probation and Dismissal**

Academic Probation and Dismissal decisions will only be made at the end of the semester. A graduate student who earns an "F" in any course will be subject to dismissal from the University. A student will be placed on probation if he/she earns a grade of C in two graduate courses, or if the grade point average falls below 3.000. To be removed from probation the student must meet the requirements stated in the notice of probation, and the student's cumulative record must be at least 3.000 and the student must not have more than two grades of C on their academic record. If the student cannot be removed from probation the student is dismissed from the University.

**Probation and Federal Financial Aid**

A student admitted or placed on probation may only receive federal financial aid for one term. Refer to [Student Financial Services](#)

**Satisfactory Academic Progress**

All graduate students must show progress toward completion of degree requirements.

**Readmission after Dismissal**

A student dismissed from a graduate program may apply for readmission after an absence of at least one semester. An application for readmission, a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens, and any other

materials required by the program must be submitted to the graduate admissions office. The Student Qualifications Committee for that program will then review the application and establish the terms for readmission. A student readmitted to their program following academic dismissal is normally readmitted on academic probation.

**TRANSFERRED COURSES**

No more than 50% of credit hours of graduate work may be transferred from another regionally or international accredited, or equivalent institution. Only graduate courses with a grade of B- or higher will be considered for transfer credit.

Courses considered for transfer credit must have been completed within the five years immediately preceding admission into the graduate program. Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated by the program director or designee and the Registrar's Office in terms of content, level and equivalency to a course in the graduate program.

**Courses Taken Prior to Admission**

Students must complete the graduate transfer credit approval form prior to starting classes, and no later than the end of their first class. This form will be submitted to the program director (or designated official) along with a copy of the course syllabus. If approved, the program director will submit the form and syllabus to the Registrar's Office. The grade received from another institution will not be included in the Queens grade point average.

**Courses taken elsewhere after Admission**

Students wishing to complete courses at another regionally or international accredited, or equivalent institution after enrollment in a graduate program must complete the graduate transfer credit transfer form. This form must be submitted to the program director (or designated official) along with a copy of the course syllabus prior to course registration. Once approved the program director will submit the form and syllabus to the Registrar's Office.

**WITHDRAWAL FROM THE UNIVERSITY**

See also [Withdrawal and Financial Obligations](#)

**By the Student**

A student who wishes to withdraw from the University should notify the academic advisor and must submit the form Official Withdrawal from Queens University of Charlotte to the Registrar. The form is available from the Registrar's Office. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled.

**By the University**

A graduate student does not have to maintain continuous enrollment to remain an active student but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, they will become an inactive student and must apply for readmission in order to return. In addition, the University reserves the right to require, at any time, the withdrawal of any student whose conduct or academic work is not considered satisfactory.

**Leave of Absence**

A graduate student may request a leave of absence not to exceed 12 -months. The student must notify the academic advisor and complete a Leave of Absence request form, which must be filed with the Registrar. A student who returns on the agreed-upon date re-enters the program with the same status held at the time he/she left. A student who does not obtain a formal leave of absence, or who does not return in the agreed-upon time, shall be considered withdrawn from the University and will have to reapply to return.

**Readmission after Withdrawal**

A student who withdraws or is withdrawn from the University must apply for readmission to their program in order to return. If readmitted, the student will then be bound to the Catalog in effect at the time of readmission.

**GRADUATION**

Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No course with an assigned grade below C may apply toward degree requirements.

**Application for Graduation**

It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by the deadlines posted on the Registrar's web site. Students should apply on-line through the [Registrar's Office](#) myQueens site.

**Commencement Exercises**

All students including those who complete a degree in a preceding summer or fall term are encouraged to attend the May Commencement exercises.

**Diplomas**

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

**CROSS-LEVEL LISTING OF GRADUATE AND UNDERGRADUATE COURSES**

Cross-level listing occurs when an undergraduate and graduate course are offered at the same time, with the same instructor, and in the same physical or online space. While the classroom experience is shared between the undergraduate and graduate students, the courses are expected to have content, learning outcomes, and assessment measures that are both separate and distinct.

**Statement of Policy**

In general, the cross-level listing of undergraduate and graduate courses should be rare and require compelling, academically defensible rationales for combining students of such different academic levels. Graduate-level work must demonstrably involve a greater degree of analysis, synthesis, rigor, critical thought and independence than undergraduate-level work. This means graduate-level courses should not be cross-listed on the official course schedule with an undergraduate course unless and until instructor-specific, differentiated syllabi have been vetted and approved by the relevant Dean as well as the Assistant Provost for Graduate Studies. Approval is necessary for compliance with the expectations of Queens University of Charlotte's regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges, whose Standard 9.6 requires that an institution be able to clearly demonstrate that its "post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs." Approvals are valid for three years at which time updated instructor-specific, differentiated syllabi must be submitted to the Dean for review.

For this purpose, the following guidelines apply:

- Acceptable configurations of such courses include only 400/500 and 400/600 cross-listings. Undergraduate course at the 300 level or below cannot not be cross-listed with a graduate course unless approved by the Provost or their designee.
- Each course must have a separate syllabus, and specific student learning outcomes are to be provided for each course clearly indicating the greater degree of analysis, synthesis, rigor, critical thought and independence required for the graduate course.



- Each course should have separate descriptions listed in the course catalog that reflect the advanced academic content of the graduate course.
- The expectations of graduate students must be commensurate with the level of the graduate course and exceed the expectations of the academic content of the undergraduate course.
- Graduate students are to do more difficult work, not just more work, than undergraduate students.
- Course titles should be similar but do not need to be identical.
- Courses taken at the undergraduate level may not be applied to graduate programs.
- A student is not allowed to enroll in a cross-level listed graduate course for which they already received credit for the cross-listed undergraduate course.
- Courses that do not meet the above qualifications for cross-level listing may not be taught together at the same time and/or in the same space.

## Course Descriptions

### Organization

Courses are listed in order by course prefix (e.g. ENG) and then by course number. Within a prefix, undergraduate course descriptions are followed by graduate course descriptions.

### Course Level

Courses numbered from 100-499 are undergraduate courses. **Courses numbered 500 and above are restricted to graduate students.** Courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are for juniors and seniors. In specific cases, however, an undergraduate's ability and background rather than class standing will determine the appropriate level of work.

### Pre-requisites / Co-requisites

Any pre-requisite or co-requisite courses are included at the end of the course description.

### Grade Status

Unless otherwise noted at the end of the description, each course has a regular grade status. Courses that have a special grade status of Pass/No Record or Pass/Fail are noted in the description.

### Course Changes

The University reserves the right to change the course offerings indicated in the Catalog without prior notice. Every effort is made to provide a suitable arrangement to help the student affected by a course change.

## ACCOUNTING

### ACC 207 Financial Accounting

Financial Accounting: This course introduces financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. Prerequisite: None. (Offered fall and spring terms.) Credit: 3

### ACC 208 Managerial Accounting

Managerial Accounting: This course is a study of the analysis and use of accounting data to manage enterprises. Topics include cost concepts, basic product costing methods, cost-volume-profit relationships, decision analysis, budgeting, responsibility reporting and performance measurement. Prerequisite: ACC 207. (Offered fall and spring terms.) Credit: 3

### ACC 307 Intermediate Accounting I

Intermediate Accounting I: This course is a study of financial accounting theory and generally accepted accounting principles. Topics include special problems of presentation in regard to case, receivables, inventories, plant and equipment. Recent implementation of IFRS (International Financial Reporting Standards) will be addressed as those standards are put in to place with response to the topics listed above. Prerequisite: ACC 207. (Offered fall term.) Credit: 3

### ACC 308 Intermediate Accounting II

Intermediate Accounting II: This course is a continuation of the study of financial accounting theory along with generally accepted accounting principles. Topics include special problems of presentation in regard to liabilities, leases, pensions, equity, income taxes, earning per share and changing prices. Recent implementation of IFRS (International Financial Reporting Standards) will be addressed as those standards are put in to place. Prerequisite: ACC 207 and ACC 307. (Offered spring term.) Credit: 3

### ACC 310 Adv Managerial Accounting

Advanced Managerial Accounting: This course is focused on advanced costing methods (standing costing and variance analysis, joint product costing, variable costing), activity based costing and management, cost allocation, and managerial accounting issues related to multinational corporations and sustainability. Prerequisite:

ACC 207 and ACC 208. (Offered fall term.) Credit: 3

### ACC 315 Federal Income Taxation I

Federal Income Taxation I: This course provides a comprehensive study of the federal tax system with respect to individual tax reporting. Topics include income, deduction, credits and exclusions. Prerequisites: ACC 207 and ACC 208. (Offered fall term.) Credit: 3

### ACC 316 Federal Income Taxation II

Federal Income Taxation II: This course focuses on business entities and the federal tax implications for those entities. Included are entities such as corporation, partnerships, Limited Liability, companies, estates, and trusts. Prerequisite: ACC 207, ACC 208, ACC 307 and ACC 315. (Offered spring term.) Credit: 3

### ACC 318 Financial Statement Analysis

Financial Statement Analysis: This is a study of the analysis of financial statements by creditors and investors. Factors that impact the presentation of financial statement information are covered, as are the behavioral responses that result from financial analysis. Topics include the study of cutting edge technology that captures and retrieves financial data, the role of the regulators in influencing presentation of data to the public, and the dangers of misrepresented financial information. Prerequisite: ACC 207. (Offered as needed.) Credit: 3

### ACC 398 Topics: International Preparation

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ACC 399. The total number of hours for ACC 398 and ACC 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

### ACC 399 International Experience

International Experience: The international experience component of ACC 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ACC 398 and ACC 399 cannot exceed four total hours. Prerequisite: Completion of ACC 398 with a grade of C- or better (an average of 70). Credit: 1-4

**ACC 413 Auditing**

Auditing: This course presents auditing standards as they relate to internal, external and public-sector auditing. Topics to be covered include auditing theory and ethics, responsibilities and legal liability, audit evidence, audit method and the audit report. Prerequisites: ACC 207, ACC 208, ACC 307, ACC 443 and BUS 325. (Offered spring term.) Credit: 3

**ACC 433 Accounting Policy**

Accounting Policy: This course provides a comprehensive study of tax and financial reporting issues with respect to advanced topics such as corporations, consolidations, partnerships, limited liability companies, estates and trusts, non-profit, and governmental entities. Prerequisites: ACC 207, ACC 208, ACC 307 and ACC 308. (Offered every spring term.) Credit: 3

**ACC 443 Accounting Information Systems**

Accounting Information Systems: This introduction to accounting information systems and their roles in the accounting environment includes manual accounting, computerized accounting, and internet electronic commerce application. Emphasis is upon developing students' abilities to understand the processing of accounting data and the controls that are necessary to assure accuracy and reliability of the data processed by the accounting system. Prerequisites: ACC 207, ACC 208, ACC 307, and BUS 325. (Offered fall term.) Credit: 3

**ACC 453 Topics in Accounting**

Topics in Accounting: This course is designed to investigate and evaluate current topics or specialized areas of accounting. Course topics are announced the term preceding the offering. Prerequisite: To be determined for each specific course offered. (Offered as needed.) Credit: 3

**ACC 463 Independent Study in Accounting**

Independent Study in Accounting: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study of project requires approval of the supervising professor and the undergraduate program chair. Prerequisite: Senior accounting major with a 3.000 grade point average in the major. (Offered as needed.) Credit: 1-3

**ART—HISTORY****ARH 200 Art History I: The Birth of Art**

Art History I: The Birth of Art: This course examines ancient artistic tradition in the Near East, Egypt, Greece and Rome. Special emphasis is placed on expressive contrast between the cultures of the Near East and West. Lab fee applies. Prerequisite: None. (Offered every odd fall term.) Credit: 4

**ARH 201 Art History II: Faith vs Humanism**

Art History II: Faith versus Humanism: This course studies the development of Medieval and Renaissance art globally from the 6th to the 16th centuries exploring stylistic and cultural changes as revealed in sculpture, painting, craft and architecture. Lab fee applies. Prerequisite: None. (Offered every even spring term.) Credit: 4

**ARH 202 Art History III: Exploration to Rev**

Art History III: From Exploration to Revolution: This course explores the art of Europe and America in the global context of an age of religious, scientific, navigational and artistic exploration. Particular attention is given to historical moments of revolution and reform. Lab fee applies. Prerequisite: None. (Offered every even fall term.) Credit: 4

**ARH 203 Art History IV: Rise of Modernism**

Art History IV: The Rise of Modernism: This course critically considers major trends in the visual arts from the late 18th century to the late 20th century, within the context of developments in science, philosophy, religion, and politics. The growth of art's critical function in society is scrutinized. Lab fee applies. Prerequisite: None. (Offered every odd spring term.) Credit: 4

**ARH 204 History of Western Art**

History of Western Art: This course introduces works of art as the embodiment of cultural, social, and political values from ancient civilizations of the West to the present. Historical periods, artists, creative practices, and philosophies will be addressed through studying the artistic media of sculpture, architecture, painting, craft and design. This class fulfills the writing-enriched requirement for the Department of Art, Design and Music. Lab fee applies. Prerequisite: None. (Offered every fall term.) Credit: 4

**ARH 205 History of Non-Western Art**

History of Non-Western Art: This course explores the development of the visual arts of the non-western world, including South and Southeast Asia, China, Japan, Africa, the Native Americas and Oceania. Visual art, including sculpture, architecture, painting, craft and design, will be studied from the pre-historic to early modern period in the context of cultural traditions and cross-cultural influences. This class fulfills the writing-enriched curriculum requirement for the Department of Art, Design and Music. Lab fee applies. Prerequisite: None. (Offered every spring term.) Credit: 4

**ARH 300 The Age of Revolution**

The Age of Revolution: This course discovers developments in the art of Europe and America during an age of political and artistic revolution. Artistic responses are analyzed in the light of Enlightenment theories and revolutionary politics, followed by socialist and Marxist theories. Paris is highlighted as an international center for the arts where modern art first emerged. Lab fee applies. Prerequisite: None. (Offered every odd fall term.) Credit: 4

**ARH 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earned a grade of C- or better (an average of 70) in order to participate in ARH 399. The total number of hours for ARH 398 and ARH 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 cumulative GPA. Credit: 1-4

**ARH 399 International Experience**

International Experience: The international experience component of ARH 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ARH 398 and ARH 399 cannot exceed four total hours. Prerequisite: Completion of ARH 398 with a grade of C- or better (an average of 70). Credit: 1-4

**ARH 400 Creative Literacy**

Creative Literacy: This course integrates literacy development and the arts through a global lens. Students will be exposed to ways that creativity can be defined by engaging contemporary artists in the visual arts, music, theatre, dance and creative writing. Focus is placed on theories of the creative process and the vital place of artistic literacy in education, as knowledge of the arts is a central component of cultural literacy. This class fulfills the writing-intensive requirement for the major. Lab fee applies. Prerequisite: None. (Offered every odd spring term.) Credit: 4

**ARH 401 Seminar in Art History**

Seminar in Art History: This seminar fosters advanced analysis of art historical time periods, ideas and criticisms introduced in 200 level art history classes. The subject of the seminar changes with each offering. Lab fee applies. Prerequisite: None. May be repeated once for credit. (Offered every even spring term.) Credit: 4

**ARH 402 Senior Capstone I**

Senior Capstone I: This capstone experience is a critique-based class that offers students practical experience in researching, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with their art history advisor. Prerequisite: senior standing in the Art History major. (Offered every fall term.) Credit: 2

**ARH 403 Senior Capstone II**

Senior Capstone II: This capstone experience is a critique-based class that offers students practical experience in research, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with their art history advisor. Prerequisites: ARH 402 and senior standing in the Arts History major. (Offered every spring term.) Credit: 2

**ARH 404 Independent Study: Art History**

Independent Study in Art History: Advanced independent work in specialized areas of art history for the mature, academic advanced student. Prerequisite: junior or senior standing, a "B" average in art and approval of the department. (Offered as needed.) Credit: 1-4

**ARH 405 Gallery Assistant**

Gallery Assistant: Practical experience as a gallery assistant in the Department of Art, Design and Music. May be repeated once for credit. Prerequisite: permission of the Executive Director of the Department of Art, Design and Music. (Offered every term.) Credit: 4

**ARH 406 Black Mountain College**

Black Mountain College: This class explores the education fostered at Black Mountain College (1933-56), an experimental liberal arts school in North Carolina in which the arts were central to a liberal arts education. The impact of the school's students and faculty, from Josef and Anni Albers, to John Cage, Merce Cunningham, Charles Olsen and Buckminster Fuller are still felt nationally and internationally today. Prerequisite: None. Lab fee applies. (Offered every odd fall term.) Credit: 4

**ARH 407 Methods/Research in Art History**

Methods and Research in Art History: This course investigates theories, methods, and research strategies in the discipline of art history. A variety of research methods such as iconography, formalism, social history, biography, as well as feminist, Marxist, and post-modern theories will be examined, as well as the implications of adopting a particular approach. Lab fee applies. Prerequisite: None. (Offered as needed.) Credit: 4

**ART—ART LEADERSHIP AND MANAGEMENT****ARL 200 Intro Arts Leadership & Management**

Introduction to Arts Leadership and Management: This course is an introduction to the field of arts for profit and non-profit leadership and management, including an overview of the components of arts leadership, the cultural aspects within organizations, entrepreneurial skillsets, arts advocacy, possible careers, and the necessary managerial and creative skills. Lab fee applies. Prerequisite: None. (Offered every fall term.) Credit: 4

**ARL 201 The Arts and Civic Engagement**

The Arts and Civic Engagement: This course civically engages students through the arts. Large meta social issues in the world today will be addressed. Students will also apply their learning by engaging in a service opportunity and connecting with the Charlotte community. Prerequisite: None. (Offered every odd fall term.) Credit: 4

**ARL 202 Arts Development**

Arts Development: This course explores a wide variety of funding models for arts organizations, including fundraising and community development, entrepreneurial approaches, grants, and government revenue sources. Students will learn how to effectively use digital media and traditional written methods and published materials to obtain revenue for organizations, as well as how to manage that revenue through budgeting processes and procedures. Lab fee applies. Prerequisite: ARL 200. (Offered every even spring term.) Credit: 4

**ARL 300 Leadership in the Arts**

Leadership in the Arts: This course provides an introduction to leadership in the arts. Course content will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions

with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. Lab fee applies. Prerequisite: ARL 200. (Offered every even fall term.) Credit: 4

**ARL 301 Entrepreneurship in the Arts**

Entrepreneurship in the Arts: This course introduces students to strategic planning, analysis and presentation of budgeting, financial analysis, funding sources, legal aspects, board development, fundraising and social media in the arts. Lab fee applies. Prerequisite: ARL 200. (Offered every odd spring term.) Credit: 4

**ARL 302 Art Law**

Art Law: This course explores the global relationship between the law and the arts, both historically and in contemporary society. Emphasis will be given to ethical and legal issues and the art market, including stolen art, forgeries, sales, copyright laws, charitable contributions, the repatriation of cultural objects and the illicit international trade in art. Lab fee applies. Prerequisite: None. (Offered every even fall term.) Credit: 4

**ARL 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ARL 399. The total number of hours for ARL 398 and ARL 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**ARL 399 International Experience**

International Experience: The international experience component of ARL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ARL 398 and ARL 399 cannot exceed four total hours. Prerequisite: completion of ARL 398 with a grade of C- or better (an average of 70). Credit: 1-4

**ARL 401 Senior Capstone I**

Senior Capstone I: This capstone combines a culminating internship in a Charlotte arts organization with a critique-based class that offers students practical experience in research, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by student in consultation with their advisor. The course will culminate in a paper and presentation on the internship experience. Students will be required to have both a digital and physical portfolio. Prerequisite: senior standing in the Arts Leadership and Management major. (Offered every fall term.) Credit: 2

**ARL 402 Senior Capstone II**

Senior Capstone II: This capstone combines a culminating internship in a Charlotte arts organization with a critique-based class that offers students practical experience in research, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by students in consultation with their advisor. The course will culminate in a paper and presentation on the internship experience. Students will be required to have both a digital and physical portfolio. Prerequisite: ARL 401 and senior standing in the Arts Leadership and Management major. (Offered every spring term.) Credit: 2

**ARL 404 The Arts at Queens Assistant**

The Arts at Queens Assistant: Practical experience as an arts at Queens assistant in the Department of Art, Design and Music. May be repeated once for credit. Prerequisite: permission of the Executive Director of the Department of Art, Design and Music. (Offered every term.) Credit: 4

**ART—STUDIO ART****ARS 070 Creative Awareness and Engagement**

Creative Awareness and Engagement: Through exposure to creative and professional activities, students build awareness about

themselves and connect with their community. To be repeated four semesters. Graded: Pass/Fail. (Offered every fall and spring term.) Credit: 0.

### **ARS 100 Foundations of Art and Design**

Foundations of Art and Design: Foundations is a shared course for all Art and Design students. It's a concept driven course that establishes the vocabulary of the elements and principals of art and design. Students will be guided through exercises that incorporate a variety of tools and materials and lead from ideation on paper to realization in space. Lab fee applies. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

### **ARS 101 Drawing**

Drawing: This course introduces the language of line through drawing using various drawing materials. Assignments address specific problems in drawing techniques, mediums, and design principles. Students learn to observe closely, respond to subject matter, and then communicate their response through line. Lectures, discussions, and critiques are an important part of the course. The discipline of maintaining a sketchbook is required in the course. Lab fee applies. Prerequisite: None. (Offered every fall term.) Credit: 4

### **ARS 200 Ceramics**

Ceramics: This course will introduce the basic materials and techniques used in the creation of hand-built and wheel-thrown ceramic vessels and sculptures. This is primarily a skills based, hands on course, with an emphasis on successfully creating ceramic objects. The ceramic process from clay mixing to loading and firing kilns will be experienced. Conceptual and formal applications will be equally emphasized. Historic and contemporary ceramic arts will be presented. Lab fee applies. Prerequisite: None. (Offered every spring term.) Credit: 4

### **ARS 201 Printmaking**

Printmaking: This course introduces traditional techniques of Intaglio such as etching, aquatint, mezzotint, color drop, spit biting, sugar-lift and dry point. Students are encouraged to explore imagery and content while balancing technique with subject matter. Lab fee applies. Prerequisite: None. (Offered every fall term.) Credit: 4

### **ARS 202 Film Photography I**

Film Photography: Photography is used as an expressive medium and as a tool for exploring visual experience. Emphasis will be on selection and treatment of subject matter. Students will learn necessary skills in photographic technique and be acquainted with the historical development of photography. Lab fee applies. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

### **ARS 300 Sculpture**

Sculpture: This course will explore the basic elements of three-dimensional form and space. Representational modeling, abstraction, and basic fabrication techniques will be covered. Presentation, collaboration, and conceptual development will also be emphasized. Lab fee applies. Prerequisite: None. (Offered every fall term.) Credit: 4

### **ARS 301 Painting**

Painting: This course introduces the traditional techniques of oil painting through studies of pictorial elements with emphasis on structure, shape and color. Formal elements are emphasized. Lab fee applies. Prerequisite: None. (Offered every spring term.) Credit: 4

### **ARS 302 Film Photography II**

Film Photography: Further investigation of photography as a creative medium and the instruction of advanced photographic techniques. Lab fee applies. Prerequisite: ARS 202. (Offered every odd spring term.) Credit: 4

### **ARS 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must

earn a grade of C- or better (an average of 70) in order to participate in ARS 399. The total number of hours for ARS 398 and ARS 399 cannot exceed four hours. Credit: 1-4

### **ARS 399 International Experience**

International Experience: The international experience component of ARS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ARS 398 and ARS 399 cannot exceed four total hours. Prerequisite: completion of ARS 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **ARS 400 Advanced Studio Lab**

Advanced Studio Lab in Studio Art: This course permits advanced individual exploration of techniques and principles introduced in the 200-300 level studio courses. The focus varies from term to term between two and three-dimensional approaches with thematic topics such as the human figure, still life, collage/montage/assemblage and 3D studies. Course fee applies. May be repeated for a total of 24 hrs. (Offered every term.) Credit: 4

### **ARS 401 Senior Capstone I**

Senior Capstone I: This course aims to develop a coherent, art-critical position on a chosen subject and in a chosen media area. This is the planning phase of the senior project. The student will identify and develop the skills, media, and subject matter to be further applied in Senior Capstone II. To be directed on a rotating basis by department faculty and evaluated by the art faculty. Prerequisite: Studio Art major, senior standing. (Offered every fall term.) Credit: 2

### **ARS 402 Senior Capstone II**

Senior Capstone II: This capstone experience is a critique-based class that offers students practical experience in researching, creating and presenting an independent senior thesis project. This is the execution phase of the senior project. The specific thesis topic and approach is to be developed by the student in consultation with his/her studio art advisor and with the rotating faculty member directing Capstone I and II. Prerequisite: ARS 401. (Offered every spring term.) Credit: 2

### **ARS 404 Independent Study-Studio Art**

Independent Study-Studio Art: Advanced independent work in specialized areas of studio art, interior design and new media design for the mature, academically advanced student. Repeatable for a total of 8 hrs. Prerequisite: junior or senior standing, "B" average in art and approval of the department. (Offered as needed) Credit: 1-4

### **ARS 405 Studio Assistant**

Studio Assistant: This is a practical experience related to maintaining a working art studio. May be repeated for upto 12 credits. Prerequisite: permission of the Art Department. (Offered every term.) Credit: 2-4

## **ANTHROPOLOGY**

### **ATH 101 Cultural Anthropology**

Cultural Anthropology: Emphasizes the heritage and diversity of human culture throughout the world through the study of human societies, language and culture, cultural change, social groups and relationships, ideology, ritual, and symbolism. Prerequisite: None. (Offered as needed.) Credit: 4

### **ATH 220 Special Topics in Anthropology**

Special Topics in Anthropology: Investigation of a single topic or area in Anthropology. The topic might vary each term offered. Course can be repeated twice with different subtitles. Prerequisite: None. (Offered as needed.) Credit: 4

### **ATH 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ATH 399. The total number of hours for ATH 398 and ATH 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or



better cumulative GPA. Credit: 1-4

### **ATH 399 International Experience**

International Experience: The international experience component of ATH 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ATH 398 and ATH 399 cannot exceed four total hours. Prerequisite: completion of ATH 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **GENERAL STUDIES**

#### **BGS 350 Seminar in General Studies**

Seminar in General Studies: This course introduces students to the concept of servant leadership through inquiry and analysis of problems common to professional life. Skills emphasized include critical and creating thinking, problem solving, ethical reasoning, and communication. (Offered every spring term.) Credit: 4

#### **BGS 450 Capstone in General Studies**

Capstone in General Studies: This capstone project integrates classroom theory with practical experience by identifying an opportunity to lead through service within an organizational setting--either the student's workplace or a public benefit organization. Students work with a faculty mentor to structure the learning, coordinate with the cooperating organization and assess the level and significance of their learning. This project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired in his/her academic program to real-world issues and problems. This final project should affirm the students' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decision, and to community effectively. (Offered every summer.) Credit: 4

### **BIOLOGY**

#### **BIO 101 Intro Conservation Biology**

Introduction to Conservation Biology: This course introduces first-year and transfer students to the innovative and unique programs in Conservation Biology. Students will explore the different facets of their program and will have an opportunity to hear from alumni and others pursuing careers in various conservation related fields. (Offered every fall term.) Credit: 1

#### **BIO 120 Microbiology for Health Professions**

Microbiology for Health Professions: Principles of microbiology, which include both lecture and laboratory components, with emphasis on the pathogenic bacteria, viruses and fungi. This course may not be counted towards the biology major. Lab fees apply. Recommended prerequisite: High school chemistry, CHM 101 or CHM 111. (Offered fall, spring and summer terms.) Credit: 4

#### **BIO 201 Cellular and Molecular Foundations**

Cellular and Molecular Foundations: A study of cellular and molecular biology with evolution as a unifying concept. This course, which has both lecture and laboratory components, discusses topics such as structure and function of cells, DNA, RNA, and proteins. Lab fees apply. Recommended prerequisite: High school chemistry, CHM 101 or CHM 111. (Offered every fall term.) Credit: 4

#### **BIO 202 Biodiversity & Ecology Foundations**

Biodiversity and Ecology Foundations: This course, which includes both lecture and laboratory components, is a study of general ecological and evolutionary principles, with emphasis on the origins and diversity of living organisms, their interactions, and their environment. Lab fees apply. (Offered every spring term.) Credit: 4

#### **BIO 213 Human Anatomy and Physiology I**

Human Anatomy and Physiology I: This course, which includes both lecture and laboratory components, is a study of the structure and function of the human body with focus on cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Recommended prerequisite: High school chemistry, CHM 101 or CHM 111. Lab fees apply. (Offered every fall and summer terms.) Credit: 4

#### **BIO 214 Human Anatomy and Physiology II**

Human Anatomy and Physiology II: This course, which includes lecture and laboratory components, is a study of the structure and function of the human body with focus on the endocrine, cardiovascular, digestive, immune, respiratory, reproductive, and urinary systems. Lab fees apply. Prerequisite: BIO 213 or permission of instructor. (Offered every spring and summer terms.) Credit: 4

#### **BIO 220 Applied Anatomy and Physiology**

Applied Anatomy and Physiology: This course includes both lecture and laboratory components to explore homeostatic mechanisms of the human body. Particular emphasis is placed on the brain and perception as well as the response of body systems to music. Preference is given to music therapy students. Lab fees apply. (Offered every fall term.) Credit: 4

#### **BIO 230 Intro to Geospatial Analysis**

Introduction to Geospatial Analysis: This course is a broad and hands-on introduction to spatial thinking, geospatial sciences, and geospatial technologies. Using software such as Google Earth and ArcGIS, students will be exposed to basic concepts, techniques, and practical skills in cartography, Global Positioning Systems (GPS), Geographic Information Systems (GIS), and Remote Sensing. No previous experience in GIS or geospatial science is necessary. Credit: 4. (Every fall)

#### **BIO 245 Environmental Economics**

Environmental Economics: Markets depend upon the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economics solutions to environmental problems. Some topics will be investigated through case studies or problems and policies in the United States and abroad. Credit: 4 (Every other spring)

#### **BIO 300 Writing for Biologists**

Writing for Biologists: An introduction to reading and researching scientific literature and scientific writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Prerequisite: QEN 101, QEN 102 and BIO 201 or BIO 202. Prerequisite or Corequisite: MAT 130, MAT 131, MAT 280 or QLC \*60 Quantitative Literacy: Statistics; or permission of instructor. (Offered every fall term.) Credit: 4

#### **BIO 301 Biology Roundtable**

Biology Roundtable: An investigation of classic and current topics of interest in biology. Topics may include subject area content or noteworthy issues associated with the conduct of science and its impact on society. Repeatable for a total of 2 hrs. Prerequisites: BIO 300 or permission of instructor. (Offered every fall and spring terms.) Credit: 1

#### **BIO 303 Foundations of Genetics**

Foundations of Genetics: This course, which includes lecture and laboratory components, is a study of heredity and variation in prokaryotes and eukaryotes. This course includes classical, molecular, and population genetics. Lab fees apply. Recommended prerequisite: high school chemistry, CHM 101 or CHM 111. Prerequisites: BIO 201. (Offered every spring term.) Credit: 4

#### **BIO 314 Topics Ecology and Conservation**

Topics in Ecology and Conservation: Selected topics in ecology, evolution, and conservation with particular emphasis on the interactions of organisms in the environment. May be repeated once for credit with departmental approval. Three hours of lecture and two to three hours of lab each week. Lab fees apply. Prerequisite: BIO 202. Credit: 4.

#### **BIO 316 Topics in Biology**

Topics in Biology: Selected topics not offered as part of the regular

curriculum. May be repeated for credit with different subtitles. Lecture and lab hours may vary with the course taught. Lab fees apply when appropriate. Prerequisite: BIO 201 or BIO 202. (Offered as needed.) Credit: 4

#### **BIO 320 Ecology**

Ecology: This course, which includes lecture and laboratory components, builds upon the foundation of ecological concepts introduced in BIO 202. Students will read and interpret scientific literature on organisms' interactions with each other and the environment, and practice their own skills in experimental design and statistical methods. Lab fees apply. Prerequisite: BIO 202. (Offered even fall term.) Credit: 4

#### **BIO 321 Animal Behavior**

Animal Behavior: This course, which includes lecture and laboratory components, is an introduction to the analysis of animal behavior, including the mechanistic and evolutionary origins of behaviors. Topics may include learning, foraging, communication, mating systems and parental care. Lab fees apply. Prerequisite: BIO 202 or permission of instructor. (Offered even spring term.) Credit: 4

#### **BIO 324 Animal Nutrition**

Animal Nutrition: This course emphasizes nutrient requirements, their functions, and the processes of their utilization, feed classification, and rationing. Recommended prerequisite: BIO 201 or its equivalent. (Offered as needed.) Credit: 4

#### **BIO 330 Microbiology**

Microbiology: This course, which includes lecture and laboratory components, is a survey of microorganisms with emphasis on morphology, metabolism, genetics and identification of bacteria. Lab fees apply. Prerequisite: BIO 201. (Offered every fall term.) Credit: 4

#### **BIO 331 Cell Biology**

Cell Biology: This course explores the structure and function of cells with a focus on protein processing and regulation, cell signaling pathways, cytoskeleton function, and cell cycle controls. Laboratory emphasizes research techniques used to study cells and proteins. Lab fees apply. Prerequisites: BIO 201. (Offered every spring term.) Credit: 4

#### **BIO 345 Conservation Biology**

Conservation Biology: This course focuses on the protection and management of biodiversity. Topics include space conservation, causes and consequences of declines in global biodiversity, habitat fragmentation, management approaches, biological reserve design, restoration of ecosystems, sustainable use of biological resources, and the roles of conservation biologists in policy making. Lecture: 3 hours, Lab 1 hour: Lab fees apply. Recommended prerequisite: MAT 130, MAT 131, MAT 280 or QLC \*60 Quantitative Literacy: Statistics. Prerequisite: BIO 202, or permission of instructor. Credit: 4 (Every other fall)

#### **BIO 350 Quantitative Methods-- Conservation**

Quantitative Methods in Conservation: Mathematical models and the ability to make predictions about conservation issues form the basis of many policy decisions related to Conservation and throughout other scientific disciplines. This course will introduce the practice of mathematical modeling with applications to conservation and making predictions. Topics include the philosophical basis of models, agent-based models, and population models. An emphasis will be placed on learning coding practices to implement models in different software (e.g., R, netlogo). Pre-requisite: BIO 202, or permission of instructor. Credit 4 (Every other Fall)

#### **BIO 390 Biology Lab Assistant**

Biology Lab Assistant: Practical experience as a laboratory assistant in the department. May be repeated once for credit. Prerequisite: 12 hours of biology with a grade of B or better and permission of the department. (Offered every fall and spring terms.) Credit: 1

#### **BIO 398 Topics: International Preparation**

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in BIO 399. This course does not count towards the biology major. Lab fees apply when appropriate. Prerequisite: Junior standing and a 2.0 cumulative GPA. (Offered fall or spring term.) The total number of credit hours for BIO 398 and BIO 399 cannot exceed 4 total hours. Credit: 1-4

#### **BIO 399 International Experience**

International Experience: The international experience component of BIO 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. This course does not count towards the biology major. The total number of hours for BIO 398 and BIO 399 cannot exceed four total hours. Prerequisite: completion of BIO 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **BIO 401 Advanced Topics in Ecology**

Advanced Topics in Ecology: This research-based capstone will focus on organisms' reactions and interactions with other organisms and their environment. Topics may vary from one term to another. Extensive library, lab, and/or field work will be included. Lab fees apply. Repeatable with a different topic for a total of 8 hrs. Prerequisites: BIO 202; BIO 300; BIO 311, 320 or 321; MAT 130, MAT 131, MAT 280 or QLC \*60 Quantitative Literacy: Statistics; or permission of the instructor. (Offered every fall term.) Credit: 4

#### **BIO 402 Advanced Cell & Molecular Concepts**

Advanced Cell and Molecular Concepts: This research-based capstone will focus on advanced study of cellular and molecular mechanisms. Topics may vary from one term to another. Extensive library and/or lab work will be included. Lab fees apply. Repeatable with a different topic for a total of 8 hrs. Prerequisites: BIO 201, BIO 300, BIO 303, and BIO 330 or BIO 331; MAT 130, MAT 131, MAT 280 or QLC \*60 Quantitative Literacy: Statistics; or permission of instructor. (Offered every fall term.) Credit: 4

#### **BIO 403 Research Seminar**

Research Seminar: In this research-based capstone, projects are completed in the area of a faculty member's expertise and draw upon laboratory and/or field investigations. Students will work with a faculty mentor to design and complete original experiments. Written assignments and oral presentation are required. Lab fees apply. Prerequisite: BIO 201 or BIO 202; BIO 300; MAT 130, MAT 131, MAT 280 or QLC \*60 Quantitative Literacy: Statistics; BIO 410 for a minimum of 2 hours; and permission of faculty member is required for enrollment in this seminar. Repeatable for a total of 8 hrs. (Offered fall and spring terms.) Credit: 4

#### **BIO 410 Independent Study**

Independent Study: Research projects are completed in the area of a faculty member's expertise and involve laboratory and/or field investigations. A minimum of 2 hours of this course is required to complete BIO 403. This course may be repeated for credit a maximum of three times or 6 credit hours. Prerequisites: BIO 201, BIO 202, BIO 300, BIO 303 and permission of instructor. (Offered as needed.) Credit: 1-4

#### **BIO 416 Advanced Topics in Biology**

Advanced Topics in Biology: Selected topics not offered as part of the regular curriculum. May be repeated for credit with different subtitles. Lecture and lab hours may vary with the course taught. Lab fees apply when appropriate. Prerequisites: BIO 201, BIO 202, BIO 300, BIO 303; MAT 130, MAT 131, MAT 280 or QLC \*60 Quantitative Literacy: Statistics; or permission of instructor. (Offered fall or spring term.) Credit: 4

**BUSINESS ADMINISTRATION****BUS 105 Business Reporting Foundations**

Business Reporting Foundations: This course is an experiential learning course which provides students the tools to create and build out the financial and accounting portions of a business plan. The course design focuses on the accounting concepts that allow entrepreneurs to make business decisions without a mastery of accounting. Students will identify the variable and financial factors affecting a business model and use them to create a financial model and/or cash flow model representing the value proposition of their business idea/plan. Deliverables include a financial/cash flow model presentation identifying how their business generates a return to the firm, operations, and/or investors. The course is designed for students majoring outside of the McColl School majors. It is recommended that students complete BUS 110 either prior to or at the same time as this course. Credits: 2

**BUS 110 Fundamentals of Excel**

Fundamentals of Excel: This course is an introduction to Excel and will cover the competencies aligned with the Microsoft Office Specialist: Excel Associate certification. Topics covered will include managing worksheets and workbooks, data cells and ranges, tables and table data, and charts and performing operations by using formulas and functions. No prerequisites. Credit: 2

**BUS 205 Legal Environment of Business**

Legal Environment of Business: This introduction to law emphasizes the legal and ethical rights and duties of the individual engaged in business. Topics to be covered include the Constitution, torts, crimes, agency, partnerships, corporations and ethics. Prerequisite: Sophomore standing. (Offered fall and spring terms.) Credit: 3

**BUS 210 Business Analytics**

Business Analytics: This course provides an overview of concepts, techniques and application of statistical data analysis and management science as they support decision making processes throughout the organization. Topics include quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. The course includes the application of computer software with an emphasis on advanced techniques in spreadsheet and database design and analysis. Prerequisites: MAT 111 and MAT 112. (Offered fall and spring terms.) Credit: 3

**BUS 218 Business Communication**

Business Communication: This course focuses on the development and transmittal of information within a business environment. It will include writing of business reports, memos, and other professional documents and strategies for their effective transmission. The course stresses appropriate approaches, styles, tones, and designs. Use of illustrations and strategies for corporate interactions and meetings, development and presentation of group-authored documents will be included. This course fulfills the writing intensive requirement. Prerequisite: None. (Offered fall, spring, and summer terms.) Credit: 3

**BUS 315 Business Law**

Business Law: This is a study of law as it affects the individual engaged in business. Topics include contracts, sales, and negotiable instruments. Prerequisite: None. (Offered as needed.) Credit: 3

**BUS 325 Management Information Systems**

Management Information Systems: This course is an investigation of information systems within organizations. The course studies information systems from both technical and behavioral perspectives and the changes information systems are bringing to organizations and management. Prerequisite: None. (Offered fall and spring terms.) Credit: 3

**BUS 350 Operations Management**

Operations Management: This course deals with design and management of products, processes, services and supply chains. It considers the acquisition, development, and utilization of resources that firms need to deliver the goods and services their clients want.

Topics include size and location of facilities, service and telecommunications networks, supply chains, facility layout and structure, project management, production scheduling and control, inventory management and quality control. Emphasis on service operations management. Course includes applications of current software. Prerequisites: ACC 207, ECO 204, MAT 111 and MAT 112. (Offered fall and spring terms.) Credit: 3

**BUS 355 Capitalism**

Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s to the present. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. Cross-listed with ECO 355. Prerequisite: None. (Offered as needed.) Credit: 3

**BUS 360 Business Law: Current Issues**

Business Law: Current Issues: This course is a study of business law cases and controversies currently in the news. Students will engage in a critical analysis of the legal, economic, social and political impact of the issues presented by each case. Topics include environmental law, health care, employment, international law, sports, social media and the U.S. Constitution. Prerequisites: None. (Offered as needed.) Credit: 3

**BUS 365 International Business**

International Business: The course presents foundational materials for understanding the evolving global business environment including causes for changing patterns of international trade and investment, the institutional environment and impact of trade practices, international monetary arrangements and exchange rates. The course also explores strategic options for international expansion, and uses case analysis to examine the varied challenges to firms operating in a global business environment. Prerequisites: ECO 203 and ECO 204. (Offered fall and spring terms.) Credit: 3

**BUS 372 Personal Financial Planning**

Financial Planning: This course presents an overview of consumer financial issues including long term and short term credit vehicles, estate planning, tax management, insurance instruments, and bankruptcy. The course focuses on money management for long term wealth accumulation. In addition, the course provides insight into the function of the financial services industry and their role in wealth management. Prerequisite: None. (Offered fall and summer terms.) Credit: 3

**BUS 375 Databases-Analytics/Visualization****BUS 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in BUS 399. The total number of hours for BUS 398 and BUS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**BUS 399 International Experience**

International Experience: The international component of BUS 398. Students have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for BUS 398 and BUS 399 cannot exceed four total hours. Prerequisite: completion of BUS 398 with a grade of C- or better (an average of 70). Credit: 1-4

**BUS 415 Business Ethics**

Business Ethics: Business ethics is "dilemma management," focusing on frameworks for decision-making. Using cases, the course explores individual, group, and corporate decision-making, government regulation, special interest groups, and other constituencies, and the

complexity of the ethical environment of business. Prerequisites: BUS 205 and Senior standing. (Offered fall/spring, and summer terms.) Credit: 3

#### **BUS 454 International Trade**

International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. Cross-listed with ECO 454. Prerequisites: ECO 203 and ECO 204. (Offered as needed.) Credit: 3

#### **BUS 458 International Economics**

International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economics integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Cross-listed with ECO 458. Prerequisites: ECO 203, ECO 204, BUS 365, and junior or senior standing. (Offered as needed.) Credit: 3

#### **BUS 461 Practicum in Leadership**

Practicum in Leadership: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Prerequisite: Junior standing and permission of faculty. (Offered as needed.) Credit: 3

#### **BUS 465 Business Case Writing**

Business Case Writing: This course allows students a unique opportunity to apply classroom lessons to a real world situation. Students, with close faculty supervising, will research, develop and write a business case. The ultimate goal is the presentation of the finished case at an academic meeting. Prerequisite: Junior or senior business major with a 3.5 G.P.A. or above and approval of faculty. (Offered as needed.) Credit: 3

#### **BUS 485 Strategic Management**

Strategic Management: This is the capstone course for the major requiring basic knowledge of accounting, finance, economics, marketing management, legal environment, and international business. It is designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations. It also provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. Prerequisite: Admission to the McColl School, BUS 205, MGT 203, MKT 340, FIN 360 and senior standing. (Offered fall and spring terms.) Credit: 3

#### **BUS 492 Topics in Business**

Topics in Business: This course is designed to investigate and evaluate current topics in business or specialized areas of business. Course topics are announced the term preceding the offering. Repeatable for a total of 12 hours. Prerequisite: To be designated for each specific course offered. (Offered as needed.)

#### **BUS 495 Independent Research/Study**

Independent Research/Study: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Prerequisite: senior business major with a 3.00 grade point average in the major.) (Offered as needed.) Credit: 1-3

### **COMPUTING AND DATA ANALYTICS**

#### **CDA 250 Comp Programming for Data Analytics**

Computer Programming for Data Analytics: The purpose of this course is to introduce the student with little or no prior programming experience to the fundamental principles and techniques of computer programming using the Python programming language and its associated data analysis libraries. Students will learn by solving

practical problems using Python under the guidance of the instructor. Prerequisite: None. (Offered every fall term.) Credit: 4

#### **CDA 350 Databases-Data Analytics/Visual**

Databases for Data Analytics and Visualization: The purpose of this course is to introduce relational database concepts and to apply foundational knowledge of the SQL language. Students will learn to perform SQL queries in a data analytics environment including: creating and accessing a database instance, writing basic SQL statements, and filtering, sorting, and grouping results from multiple tables. In addition, students will learn the fundamentals and best practices of data visualization analysis using a modern data visualization tool. Prerequisite: None. (Offered every spring term.) Credit: 4

### **CHEMISTRY**

#### **CHM 101 Chemistry for Life**

Chemistry for Life: This course examines the chemical basis of life starting with an introduction to basic chemistry with an emphasis on organic chemistry and leading to the role of biomolecular compounds in living organisms. Three hours lecture per week. Designed for non-science majors. Corequisite CHM 101L. (Offered every fall and spring term.) Credit: 3

#### **CHM 101 L Chemistry for Life Laboratory**

Chemistry for Life Laboratory: An introduction to basic chemistry experiments and techniques in general, organic and biochemistry. Three hours laboratory per week. Lab fees apply. (Offered every fall and spring term.) Credit: 1

#### **CHM 111 General Chemistry I**

General Chemistry I: The study of atomic and molecular structures, electronegativity, the relationship of the Periodic Table, covalent, ionic and metallic bonding, molecular orbitals, and enthalpy. Three hours lecture per week. Students are assumed to have algebra skills and exposure to high school chemistry. Corequisite: CHM 111L. (Offered every fall term.) Credit: 3

#### **CHM 111 L General Chemistry I Laboratory**

General Chemistry I Laboratory: Introduces students to chemical laboratory techniques including gravimetric analysis, separations, titrations and molecular spectroscopy. Three hours laboratory per week. Lab fee applies. (Offered every fall term.) Credit: 1

#### **CHM 112 General Chemistry II**

General Chemistry II: The study of chemical equilibria, reaction rates, free energy, electro-chemistry, acids, bases and pH and an introduction to carbon chemistry. Three hours lecture per week. Designed primarily for science majors. Prerequisite: CHM 111 or its equivalent. Corequisite: CHM 112L. (Offered every spring term.) Credit: 3

#### **CHM 112 L General Chemistry II Laboratory**

General Chemistry II Laboratory: This laboratory introduces buffers, colligative properties, semi-micro techniques and volumetric and qualitative analysis. Lab fee applies. (Offered every spring term.) Credit: 1

#### **CHM 300 Investigations in Chemistry**

Investigations in Chemistry: This course will introduce students to current topics and scientific literature in chemistry and closely related fields. Students will develop basic skills necessary to read, analyze and present scientific information in the form of oral and written presentations and papers. This course fulfills the discipline specific writing intensive requirement. Prerequisite: CHM 111. (Offered every fall term.) Credit: 4

#### **CHM 303 Organic Chemistry I**

Organic Chemistry I: An introduction to the properties, reactivity and stereochemistry of organic compounds. Three hours lecture per week. Prerequisite: CHM 112, or permission of instructor. Corequisite: CHM 303L. (Offered every fall term.) Credit: 3



**CHM 303 L Organic Chemistry I Laboratory**

Organic Chemistry I Laboratory: This course introduces students to the basic experimental techniques of chemical synthesis of organic compounds. Three hours laboratory per week. Lab fee applies. Prerequisite: CHM 112L. (Offered every fall term.) Credit: 1

**CHM 304 Organic Chemistry II**

Organic Chemistry II: Study of the reactivity of functional groups, reaction mechanisms and spectroscopy of organic compounds. Three hours lecture per week. Prerequisite: CHM 303 or permission of instructor. Corequisite: CHM 304L. (Offered every spring term.) Credit: 3

**CHM 304 L Organic Chemistry II Laboratory**

Organic Chemistry II Laboratory: A continuation of CHM 303L and the introduction of the student to organic qualitative analysis. Three hours laboratory per week. Lab fees apply. Prerequisite: CHM 303L. (Offered every spring term.) Credit: 1

**CHM 305 Analytical Chemistry**

Analytical Chemistry: Introduction to the theory and practice of quantitative analytical chemistry. Topics include volumetric analysis, spectroscopy, electrochemistry and chromatography. Three hours lecture per week. Prerequisite: CHM 112. Corequisite: CHM 305L. (Offered every odd fall term.) Credit: 3

**CHM 305 L Analytical Chemistry Laboratory**

Analytical Chemistry Laboratory: This laboratory introduces the student to the techniques of making accurate and precise measurements in the laboratory, with an emphasis on volumetric, gravimetric, electrochemical analysis and chromatography methods. Three hours of laboratory per week. Lab fees apply. (Offered every odd fall term.) Credit: 1

**CHM 307 Instrumental Analysis**

Instrumental Analysis: A second course in analytical chemistry, covering the theory and operation of electronic instrumentation. Three hours lecture per week. Prerequisite: CHM 305 or permission of instructor. Corequisite: CHM 307L. (Offered every even spring term.) Credit: 3

**CHM 307 L Instrumental Analysis Laboratory**

Instrumental Analysis Laboratory: This laboratory introduces the student to design, construction and operation of chemical instruments, as well as the proper selection of analytical techniques for solving chemical problems. Three hours of laboratory per week. Lab fee applies. Prerequisite: CHM 305. (Offered every even spring term.) Credit: 1

**CHM 308 Physical Chemistry I**

Physical Chemistry I: Study of the properties of gases, the physical properties of matter, the laws of thermodynamics and the principles of equilibria. Three hours of lecture per week. Prerequisites: CHM 112, PHY 211, MAT 210 or permission of instructor. Corequisite: CHM 308L. (Offered every even fall term.) Credit: 3

**CHM 308 L Physical Chemistry I Laboratory**

Physical Chemistry I Laboratory: Introduction to basic methods for precise physical and chemical measurements. Three hours laboratory per week. Lab fee applies. (Offered every even fall term.) Credit: 1

**CHM 309 Physical Chemistry II**

Physical Chemistry II: Application of physical and mathematical principles to chemical systems; quantum mechanics, atomic structure, molecular structure, computational methods, and spectroscopy. Prerequisite: CHM 308, Corequisite: CHM 309L. (Offered every odd spring term.) Credit: 3

**CHM 309 L Physical Chemistry II Lab**

Physical Chemistry II Laboratory: Introduces methods in computational chemistry and spectroscopy. Lab fee applies. Corequisite: CHM 309. (Offered every odd spring term.) Credit: 1

**CHM 320 Inorganic Chemistry**

Inorganic Chemistry: A study of the reactions and properties of inorganic elements based on electronic structure and periodic properties. Prerequisite: CHM 304. (Offered every even fall term.) Credit: 3

**CHM 350 Biotechnology Techniques**

Biotechnology Techniques: This course provides the foundation and understanding of various molecular biology and biochemistry techniques through a project based laboratory and a supplemental lecture. One hour of lecture and three hours of laboratory per week. Prerequisites: BIO 201, CHM 111, CHM 111L. (Offered every odd spring term.) Credit: 2

**CHM 391 Chemistry Lab Assistant**

Chemistry Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisites: 8 hours of chemistry with a grade of B or better and permission. Repeatable for a total of 2 hrs. (Offered every fall and spring term.) Credit: 1

**CHM 398 Topics: International Preparation**

Topics: International Preparation: This course examines international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in CHM 399. The total number of hours for CHM 398 and CHM 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**CHM 399 International Experience**

International Experience: The international experience component of CHM 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for CHM 398 and CHM 399 cannot exceed four total hours. Prerequisite: completion of CHM 398 with a grade of C- or better (an average of 70). Credit: 1-4

**CHM 401 Biochemistry**

Biochemistry: A survey of biochemistry. Topics include proteins, carbohydrates, lipids, nucleic acids, biotechnology, and metabolism. Three hours lecture per week. Prerequisite: CHM 303. (Offered every spring term.) Credit: 3

**CHM 401 L Biochemistry Laboratory**

Biochemistry Laboratory: This laboratory is an introduction to modern biochemical techniques with an emphasis on protein methods. Lab fee applies. Corequisite: CHM 401. (Offered every spring term.) Credit: 1

**CHM 403 Advanced Biochemistry I**

Advanced Biochemistry I: Study of protein conformation and function; mechanisms and regulation of enzyme action; carbohydrates, nucleic acids, lipids and membranes. Three hours lecture per week. Prerequisite: CHM 303. (Offered every even fall term.) Credit: 3

**CHM 403 L Advanced Biochemistry I Laboratory**

Advanced Biochemistry I Laboratory: Basic principles and techniques of biochemistry laboratory investigation introduced; work is quantitative in nature. Three hours laboratory per week. Lab fee applies. Prerequisite: CHM 303L or permission of instructor. (Offered every even fall term.) Credit: 1

**CHM 404 Advanced Biochemistry II**

Advanced Biochemistry II: Study of the metabolism of biomolecules: biosynthesis of macromolecules; storage, transmission and expression of genetic information. Prerequisite: CHM 403 or permission of instructor. (Offered every odd spring term.) Credit: 3

**CHM 406 Environmental Chemistry**

Environmental Chemistry: In this course students will apply fundamental principles of chemistry to understand the source, fate and reactivity of compounds in the environment. The course will focus on the chemistry of the environment, hydrosphere and lithosphere. Environmental issues that will be discussed include climate change, air



pollution, pollution and treatment of soil and water resources and the environmental fate and utilization of pesticides and other anthropogenic compounds. (Offered every even fall term.) Credit: 3

#### **CHM 406 L Environmental Chemistry Laboratory**

Environmental Chemistry Laboratory: This laboratory allows students to apply experimental and analytical techniques to help study, describe and solve environmental problems. This is a problem solving courses that will rely on fundamental principles of chemistry including equilibrium, reaction kinetics, solubility, partitioning and computer modeling. Students will learn basic analytical techniques required to analyze compounds in environmental samples including air, water and soil at concentrations as low as part per billion. Lab fee applies. (Offered every even fall term.) Credit: 1

#### **CHM 430 Topics in Chemistry**

Topics in Chemistry: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. Prerequisites: vary with topics. (Offered as needed.) Credit: 1-4

#### **CHM 450 Directed Individual Study**

Directed Individual Study: Individual research conducted by the student. Three, six or nine hours of consultation and laboratory work per week. Prerequisite: Open to advanced students by permission of the instructor. (Offered as needed.) Credit: 1-4

#### **CHM 490 Chemistry Research**

Chemistry Research: Opportunity for directed and individual investigation in chemistry resulting in a formal report, thesis or manuscript. A research proposal with a proposed budget must be submitted and approved by the department in the prior semester. May be repeated for credit for projects lasting more than one semester. Prerequisites: CHM 300 or ENV 300 or BIO 300 and Junior standing or permission of the instructor. (Offered as needed.) Credit: 2-4

#### **CHM 495 Chemistry Capstone Seminar**

Chemistry Capstone Seminar: This course will focus on the application of critical thinking, quantitative reasoning and research skills developed in previous courses. Students will create and present a final project based on previous in-course or directed research projects as a culminating experience in the major. Prerequisite: Junior standing and 20 credits hours in chemistry, biology or environmental science, or permission of the instructor. (Offered every spring term.) Credit: 2

### **CHINESE**

#### **CHN 101 Elementary Chinese I**

Elementary Chinese I: Using an audiolingual approach, this course teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in reading, writing, and understanding elementary Chinese. The course also covers necessary culture, customs, philosophy, and history which serve as keys to studying the Chinese language. Prerequisite: None. (Offered every fall term.) Credit: 4

#### **CHN 102 Elementary Chinese II**

Elementary Chinese II: This course is a continuation of Elementary Chinese I and covers elementary grammar. It includes the reading of simplified texts with emphasis on oral expression and further study of Chinese history and culture. Prerequisite: CHN 101, placement exam or permission of instructor. (Offered every spring term.) Credit: 4

#### **CHN 220 Intermediate Chinese I**

Intermediate Chinese I: This course provides a review and expansion of the essential skills of the Chinese Language. It will review basic grammar and key sentence patterns of Chinese, provide practice in the appropriate use of idiomatic expressions, and further develop skills in reading and writing Chinese characters. It will also build vocabulary, expand reading comprehension, and encourage extensive conversation in Chinese. It will cover additional aspects about Chinese culture and history. Prerequisite: CHN 102, placement exam or permission of instructor. (Offered every fall term.) Credit: 4

#### **CHN 230 Intermediate Chinese II**

Intermediate Chinese II: This course is a continuation of Intermediate Chinese I. The course will complete and review basic grammar and key sentence patterns of Chinese, provide practice in the appropriate use of idiomatic expressions, and further develop skills in reading and writing Chinese characters. It will also build vocabulary, expand reading comprehension, and encourage extensive conversation in Chinese. It will cover additional aspects about Chinese culture and history. Prerequisite: CHN 220, placement exam, or permission of instructor. (Offered every spring term.) Credit: 4

#### **CHN 330 Advanced Chinese Grammar**

Advanced Chinese Grammar: This course studies social and cultural issues in contemporary China through articles and essays. Students will advance the accuracy and fluency in writing and speaking skills; develop competency to narrate and describe with paragraph-length connected discourse; and communicate some of the unfamiliar topics with accuracy and fluency. This course fulfills the writing intensive requirement. Prerequisite: CHN 230, or permission of instructor. (Offered as needed.) Credit: 4

#### **CHN 340 Conversational Chinese**

Conversational Chinese: This course provides an opportunity to acquire better speaking skills in Chinese with the emphasis on natural, colloquial usage. New vocabulary and idiomatic phrases will be emphasized. Prerequisite: CHN 230, or permission of instructor. (Offered as needed.) Credit: 4

#### **CHN 370 Topics in Chinese Studies**

Topics in Chinese Studies: Course designed to address a specific topic or area of Chinese studies. May be repeated with different topics for a total of 12 hours. Prerequisite: CHN 220, or permission of instructor. (Offered as needed.) Credit: 1-8.

#### **CHN 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in CHN 399. The total number of hours for CHN 398 and CHN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **CHN 399 International Experience**

International Experience: The international experience component of CHN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for CHN 398 and CHN 399 cannot exceed four total hours. Prerequisite: completion of CHN 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **COMMUNICATION**

#### **COM 100 Public Speaking**

Public Speaking: This course develops student ability to prepare and deliver an effective speech for a variety of purposes. Topics include overcoming speech anxiety, composing appropriate beginnings and endings, choosing organizational patterns, and improving diction and body language. (Offered every fall and spring term.) Credit: 4

#### **COM 101 Intro to Communication Studies**

Introduction to Communication: This course examines the processes of communication and multimedia storytelling and serves as a survey of all the Knight School offerings to aid students in making the best selection to suit their interests. The course includes such topics as perception and listening; the development, dissolution and maintenance of relationships; group decision making; public persuasion and mediated communication. This course also introduces students to the tenets, principles, and practice of multi-media storytelling, from podcasts and photos essays to vlogs and online videos. It highlights the dynamic relationship between the media and the medium, and the people who create and consume it. This course serves as the writing-intensive requirement for the major. (Offered

every fall and spring term.) Credit: 4

### **COM 250 Communication Theory**

Communication Theory: This course involves the study of various communication theories as they frame research questions and influence conclusions about the ways in which people interact. Theories range from basic concepts of the communication process to complicated interpersonal, public and mass media relationships. This course will also engage students in focused writing instruction for literature review writing in the communication field, including constructing an academic argument; supporting that argument by compiling, digesting, and summarizing research studies of relevance; and referencing materials through appropriate source citation. Prerequisite: COM 101 or MMS 101. (Offered every fall and spring term.) Credit: 4

### **COM 305 Organizational Communication**

Organizational Communication: This course explores the ways communication builds, maintains, and transforms organizations. Students explore how traditional and contemporary theories of organizational communication illuminate and shape organizational strategies, processes, and practices. Topics include communication in management; organizational culture; interpersonal relationships in the workplace; communication in small groups and teams; leadership; communicating across differences, and strategic and crisis communication. Students will gain an understanding of the importance of global awareness and ethical and social responsibility in organizations. Prerequisite: COM 101 or MMS 101 or permission of instructor. (Offered every spring term.) Credit: 4

### **COM 306 Integrated Strategic Communication**

Integrated Strategic Communication: Strategic communication refers to the totality of an organization's efforts to inform, persuade, motivate, and lead its various publics, which include consumers, investors, employees, and the media. Students will learn how effective strategic messages are created and framed, how different strategic messages garner particular responses, and how to employ communication strategies to advance organizational goals. Prerequisite: COM 101 or MMS 101 or permission of instructor. (Offered every fall term.) Credit: 4

### **COM 307 Health Communication Campaigns**

Health Communication Campaigns: This integrated strategic communication course focuses on local and global health communication issues, causes, education and campaigns. This course examines governmental and organizational (profit and non-profit) attempts to inform, motivate, and persuade publics. Strategies particular to communication for health care audiences will be explored, including message creation, audience analysis, education needs, and analyses of health strategies across a variety of media, including social media campaigns. Prerequisite: COM 101 or MMS 101 or permission of instructor. (Offered every spring term.) Credit: 4

### **COM 317 Gender and Communication**

Gender and Communication: This course examines the interactive relationship between gender and communication in various communication contexts. Throughout the course, we will explore the multiple ways communication in our society creates and perpetuates gender roles; we consider how individuals enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem; and we connect gender theory and research to our professional and personal experiences. Therefore, areas to be studied include: theories of gender; roles and stereotypes; gender styles in verbal and nonverbal communication; processes and socialization; the personal and social constructions of gender, images of gender in the media; gender considerations in education; and gender's impact on friendships and romantic relationships. Prerequisite: None. Credit: 4

### **COM 320 Communication Research**

Communication Research: In this course, students will study quantitative and qualitative approaches to communication research. Methods range from conducting focus groups, to creating online

questionnaires, to doing close analysis of media texts. This course will also engage students in focused writing instruction for research papers in the communication field, including designing and authoring a research methods section; developing supporting materials needed to conduct a particular method; and drafting results and discussion sections. Prerequisites: COM 101 and COM 250 or MMS 101 and COM 250. (Offered every fall and spring term.) Credit: 4

### **COM 322 Interpersonal Communication**

Interpersonal Communication: Life requires interpersonal communication—formal or informal; social or professional; brief or extended; which is influenced by cultural, societal, and regional scripts. Therefore, this course is designed to equip students with the communication theories and strategies required to enhance their interpersonal communication skills, in turn influencing their relationships within various contexts. Throughout this class, students will examine concepts and processes related to interpersonal communication, and will be required to apply such material to analyze their own interpersonal interactions, relationships, and experiences. An emphasis will be placed on individual skill building and application. Prerequisite: None. Credit: 4

### **COM 326 Health Communication**

Health Communication: This course examines the role of health communication in our everyday lives, with a focus on health communication theories, strategies, and competencies that inform, educate, and influence individuals, families, health care organizations, and communities. This course explores the dynamics and impact of health communication between individuals and the health care system such as provider-patient communication, cultural conceptions of health and medicine, and mediated constructions of health. Prerequisite: COM 101 or MMS 101 or permission of instructor. (Offered every fall term.) Credit: 4

### **COM 327 Global Communication and Culture**

Global Communication & Culture: This course examines the relationship between communication and culture around the world. Students will take close critical analyses of issues and events that interrupt the performance of cultures within the United States and outside of it. Topics including acculturation, immigration, stereotyping, prejudice, education, intercultural interaction and media representation of cultures will be addressed. Prerequisite: MMS 101 or COM 101 or permission of instructor. (Offered every fall and spring term.) Credit: 4

### **COM 332 Conflict Management**

Conflict Management: This course introduces students to the study of conflict and effective strategies for managing conflict. In today's society it is vital for students to not only become more knowledgeable of the underlying social, economic, and ideological factors that contribute to conflict but how to manage it to maintain productive and healthy relationships. Therefore, this class will examine various ways in which conflict can be understood and the value decisions one will need to address as one determines not only how to deal with conflict, but how to manage its various existence in a human community, both personally and professionally. The importance of ethical communication in managing various conflict situations is also addressed. Prerequisite: None. Credit: 4

### **COM 333 Health and Illness Narratives**

Health and Illness Narratives: This course is designed to help students better understand how conceptions of health, illness, and resilience are socially constructed and to improve advocacy skills through narrative. Specifically, this course examines the narrative construction of healing and resilience across a variety of contexts. Students will learn how to create, analyze, and educate through narratives as a way of making sense of various life-altering experiences, including illness, stigma, "failure," recovery, caregiving, and death and dying. Prerequisite: COM 101 or MMS 101 or permission of instructor. (Offered every fall term.) Credit: 4

### **COM 334 Family Communication**

Family Communication: This course examines and analyzes the patterns, issues and systems that impact the relationships in a family.

Identifying and understanding these concepts and systems will provide students with the tools and means to interact successfully within their families while providing insight into how family relationships impact our understanding of the self and others. Emphasis is also placed on examining how our cultural, ethnic, and generational expectations about family shape the way we enact and experience family life. Understanding and knowledge of these communication patterns, systems, and styles will enable successful and meaningful relationships in our ever-changing contemporary family culture. Prerequisite: None. Credit: 4

#### **COM 350 Independent Study**

Independent Study: Students may investigate a communication topic in depth with a faculty member. Prerequisites: Junior or senior standing in the communications major with a 3.0 grade point average. Credit: 1-4

#### **COM 356 Sports Communication**

Sports Communication: Sports communicate societal values and norms. This course will analyze the history of sports and its relationship to culture. Specific topics may include the functions of sports in the formulation of identities of individuals, groups, teams and society as well as the relationship between sports, media and culture. Prerequisite: COM 101 or MMS 101. (Offered every fall term.) Credit: 4

#### **COM 357 Sports Promotion and Publicity**

Sports Promotion and Publicity: This course surveys the strategy, techniques and communication media employed by public relations, marketing and promotion professionals in their unique application of the sports industry. Students will learn how to analyze sports audiences, develop promotion strategies, plan sporting events and understand the role of advertising and sponsorship. Students will examine sports-related corporate responsibility and community relations initiatives in local, national and international settings. Prerequisite: COM 101 or MMS 101. (Offered every spring term.) Credit: 4

#### **COM 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in COM 399. The total number of hours for COM 398 and COM 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **COM 399 International Experience**

International Experience: The international experience component of COM 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for COM 398 and COM 399 cannot exceed four total hours. Prerequisite: completion of COM 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **COM 401 Communication Seminar**

Communication Seminar: The seminar course is a smaller, seminar setting in which students will investigate a specific communication topic or trend related to a current market trend, communication event, or other intensive discussion topic. Admission to each seminar course has a unique set of prerequisites based on the course material. Prerequisite: COM 101 or MMS 101. (Offered every fall and spring term.) Credit: 4

#### **COM 495 Communication Capstone**

Communication Capstone: Taken during the senior year, students will engage in a culminating experience by preparing a project in their chosen concentrations under the supervision of a faculty member. The capstone is intended to showcase student work in the program up to the final year. This course will also engage students in focused writing instruction, peer review, and writing workshops for research papers in the communication field building upon writing instruction completed in prerequisite courses. Prerequisite: COM 320 and senior standing with

no fewer than 8 credit hours outstanding in the major. (Offered every fall and spring term.) Credit: 4

#### **COM 601 Communication Theory**

Communication Theory. Theories help us to make sense of the world around us. They shape how we understand reality, relationships, circumstances, and decisions in our lives. Therefore, students will explore the major theories that inform the study of communication and its various contexts such as interpersonal, group, persuasion, organization, rhetoric, and media. In this course, students will learn and apply communication theories to their own lives and issues in the world in order to better understand communication processes and interactions. From taking this course, students will gain a better understanding of the depth and complexity of communication processes, events, and interactions by applying communication theory and the research used to understand it. Prerequisite: None. (Offered every term.) Credit: 3

#### **COM 605 Communication Research Methods**

Communication Research Methods. In this course, students will explore the scientific, interpretive, rhetorical, and critical research approaches we use to study communication problems and processes. We will focus on the critical analysis, evaluation, and use of quantitative and qualitative communication research methods to investigate communication problems and processes. From taking this course, students will acquire the ability to understand communication research methods, critique and analyze the value of communication research studies, and to conduct communication research to answer communication questions and solve communication problems. As a result, students will become more critical consumers of quantitative and qualitative research findings and more adept at creating quantitative and qualitative research studies. Prerequisite: None. (Offered every term.) Credit: 3

#### **COM 610 Organizational Communication**

Organizational Communication. This course demonstrates the ways social interaction shapes and is shaped by organizing processes. Students will see how communication becomes the means by which we come to make sense of organizational life and develop strategies, structures, and practices for coordinating action and meeting goals. Students explore how contemporary organizations transform individuals participating in society by examining essential topics such as identity construction, motives, motivation, effectiveness, socialization, leadership, and career. Forms of analysis include organizational values, narratives, artifacts, messages, practices, and structures. Prerequisite: COM 601. (Offered every term.) Credit: 3

#### **COM 613 Principles of Public Relations**

Principles of Public Relations. This course explores ways by which we construct and disseminate messages to a variety of audiences for a variety of purposes, including to lead, motivate, persuade, inform and advocate. Whether targeting consumers, employees, media professionals, investors, friends, family, or like-minded individuals, students will learn effective tools for creating messages that advance goals, and build and engage community. Students will explore how best to analyze audiences, craft messages, design information, choose among communication media, shape user experience, and evaluate success. The course gives special attention to how digital technology impacts effective communication including how to best consume, filter, create, and critically analyze messages. Students also explore the implications of evolving communication channels on society, especially with regard to opportunities for conversation, engagement, advocacy, and experimentation. Prerequisite: COM 601. (Offered every fall and spring term.) Credit: 3

#### **COM 616 Communication Ethics**

Communication Ethics. This course examines communication ethics in individual, organizational, and societal contexts. Students will learn theoretical and practical applications of communicating ethically in a society where interactions and messages are complex, shifting, and often mediated. The course increases understanding of how critical self-awareness and emotional intelligence contribute to communicating consciously and productively. Dialogue, narrative, reflection, and

identification are explored as tools for ethical communication in a rapidly changing world. Prerequisite: COM 601. (Offered every term.) Credit: 3

#### **COM 617 Group and Team Dynamics**

Group & Team Dynamics. This course explores the principles and practices of group dynamics. Students will become more knowledgeable in how to apply strategies that improve the effectiveness of the teams in which they have membership. Specifically, this course will explore the factors that impact group dynamics such as group development, rules and norms, individual vs. group goals, group performance, team-building, leadership, diversity and inclusion, conflict management, and traditional vs. virtual meetings. From taking this course, individuals will understand the complexity and challenges of working in team-based groups in order to apply effective strategies that facilitate healthy group dynamics. Prerequisite: COM 601. (Offered every spring and summer term.) Credit: 3

#### **COM 624 Issues: Intercultural Communication**

Issues in Intercultural Communication. Our globalized world with its emphasis on digital, mobile, and internet technology has revealed a greater need to effectively communicate across cultures. We might be more connected but few know how to communicate competently in a global society. Therefore, this course examines differences in cultural values, practices, and styles and how they are impacted in a digital society. This class explores intercultural theory and how it can be applied to improve and enhance intercultural communication in a global society. In particular, this course critically investigates how digital technology (i.e. blogs, video blogs, podcasts, streaming, tweeting, etc.) affects the construction of knowledge and information creation, production, transmission, and censorship in a global society. Prerequisite: COM 601. (Offered every term.) Credit: 3

#### **COM 629 Communication and Leadership**

Communication and Leadership. This course surveys the essential relationship between leadership and communication. Examining leadership from a communication perspective, this course focuses on leadership as meaning management; namely how to create, frame, and communicate one's own "realities" to others. Moreover, this class examines leadership as encompassing symbolic acts of creation and interpretation by drawing on communication theories (i.e., social construction of reality and coordinated management of meaning) that illustrate the symbolic capacities, limitations, and ethics of meaning making. Finally, the course focuses on practicing the skills of meaning making as it pertains to creating, using, interpreting, and critically evaluating moments of leadership in "everyday" acts of communication. Prerequisite: COM 601. (Offered every fall and spring term.) Credit: 3

#### **COM 640 Crisis Communication**

Crisis Communication. This course explores various strategic communication issues and challenges with a diverse, global audience. The increased global climate necessitates new thinking habits and strategies to best craft targeted, integrated messages to a particular audience, whether it be global, national, or local. This course investigates strategies for successful audience analysis, community development and dialogue, image and branding, innovation, marketing, public relations, and risk and crisis management for global and multinational audiences. Prerequisite: COM 601. (Offered every fall term.) Credit: 3

#### **COM 642 Media Theory and Criticism**

Media Theory & Criticism. Even in the digital age, the stories we tell about ourselves and the stories that are told about us are narratively (re)constructed and evaluated. This class draws upon media theory (e.g. Marshall McLuhan) and narrative theory (e.g., Walter Fisher's narrative paradigm) as it pertains to creating, interpreting, and evaluating stories in the digital age. In particular, this course addresses the opportunities and challenges of creating stories for different media, the requisite skill sets needed for telling stories in different media, and an understanding of how audiences interpret and evaluate stories across different media platforms. Prerequisite: COM

601. (Offered every spring term.) Credit: 3

#### **COM 646 Digital Community Engagement**

Digital Community Engagement. Society today faces many unanticipated, unexplored problems and challenges, and communities can come together to develop innovative solutions for a better tomorrow. As part of the Knight School of Communication mission to enhance digital and media literacy in Charlotte, in this course, students work together or in small groups to develop a digital community engagement project that aims to foster community and produce a solution to a particular social, civic, fiscal, or environmental problem or issue. The group nature of the course allows students to also explore group and team communication principles and practices, such as roles, norms, power, leadership, decision-making and problem-solving processes, and conflict. Prerequisite: COM 601. (Offered as needed.) Credit: 3

#### **COM 650 Independent Study**

Independent Study: A student collaborates with a supervising professor to develop a program of directed readings and a research project that allows him or her to independently explore a particular area of interest that is not specifically covered within the existing curriculum. This course requires approval of the supervising professor and director of the graduate programs. Credit: 3

#### **COM 655 Interpersonal Communication**

Interpersonal Communication. This class investigates how specific digital and mediated platforms affect our understanding of essential interpersonal constructs such as relationship development and engagement, image management, the inevitable dialectical tensions of work-life balance, and the challenges and opportunities of creating private and public identities in a mediated landscape. In this class, students will study issues of identity by addressing how we compose our multiple and sometimes conflicting digital and media selves and how the presentation of our "work" self affects conceptions of our "private" self. This class seeks to address these essential questions by exploring the creation, development and negotiation of our multiple selves (i.e., identities) across a multitude of digital platforms. Prerequisite: COM 601. (Offered every spring and summer term.) Credit: 3

#### **COM 658 Creativity and Networks**

Creativity and Networks. This course explores both traditional and cutting-edge approaches to innovation. Creativity, collaboration, and design are still essential, yet contemporary organizations are realizing the potential of new ways of thinking, such as right-brain approaches to organizing and open innovation using digital and mediated tools. By building an authentic, collaborative relationship among a community, organizations can tap into the creative potential of its members and harness the distributed knowledge of many. This course investigates how shifting communication practices have shaped knowledge, networks, and innovation. The course also explores how creativity and innovation can be fostered through curiosity, play, passion, connection, dialogue, experience, storytelling, and failure. Prerequisite: COM 601. (Offered every fall and spring term.) Credit: 3

#### **COM 664 Organizational Identity and Brand**

Organizational Identity and Brand. This course explores the ways organizations today craft and communicate an authentic brand identity. As the marketplace has changed, organizations have had to find ways to differentiate and gain the competitive edge. Connecting with stakeholders through a clear and consistent identity that aligns with organizational values and mission can increase profits as well as customer and employee loyalty. This course highlights the most effective ways to craft brand identity through authentic, strategic messages and visual presentation disseminated through both traditional and mediated platforms. The course also investigates how social networks have changed and challenged efforts to craft organizational identity and brand, as well as the ways employees' personal identities are ultimately interdependent with organizational identity. Prerequisite: COM 601. (Offered every spring and summer term.) Credit: 3



**COM 665 International Experience**

International Experience. In this course, students participate in an exploration of the communication environment in an international country with particular attention on communication culture, values, and practices and issues such as digital and media literacy. This course requires attendance at pre-trip seminars and completion of all course assignments after the conclusion of the international experience. Prerequisite: COM 601. (Offered as needed.) Credit: 3

**COM 668 Special Topics in Communication**

Special Topics in Communication: This course intensively considers a single topic related to communication. Topics and prerequisites vary depending on the topic and instructor. Repeatable as needed. Prerequisite: COM 601. (Offered as needed.) Credit: 3

**COM 670 Directed Topics in Communication**

Directed Topics in Communication: Topics vary each term. Check the term schedule for specific topic descriptions. Repeatable for a total of 6 hrs. (Offered as needed.) Credit: 1-3

**COM 675 Capstone Seminar in Communication**

Capstone Seminar in Communication: This course is the final course for students admitted prior to the 2012-13 academic catalog. It requires students to integrate the major theories and principles from all of their courses so that the graduating student creates a defining perspective of the entire program of study. The course requires students to prepare and present a written comprehensive exam and integrative project. Prerequisites: All other core courses from their catalog of entry (12 hours) and an additional 21 hours of course work. Credit: 3

**COM 678 Strategic Digital Design**

Strategic Digital Design. This course explores location-based and digital interventions and the role of digital technology in local, group, and community participation. With an emphasis on social and participatory media, the course examines the ways digital communities form and organize in digital, geographic, physical, and hybrid environments. Students in this seminar will design a digital intervention for a community of their choice as their culminating project. Prerequisite: COM 601. (Offered every summer.) Credit: 3

**COM 680 Expanding Communication Boundaries**

Expanding Communication Boundaries: This course kicks off a year-long process during which students reflect and integrate program learning into an articulated specialty area. First, students will reflect on the knowledge and skills gained from the program by creating a digital portfolio that showcases course projects and articulates key learning and personal and professional goals. Then, in a comprehensive exam, students will demonstrate competency and confidence in composing specific arguments related to a communication topic that solves a specific problem or meets a specific need. Finally, students will begin to integrate learning with personal interests and passions by creating a proposal for an original communication inquiry project that expands existing communication boundaries. The project will be completed in COM 681. Prerequisites: COM 601, COM 610, COM 613, COM 616, and at least 18 credit hours toward the master degree. (To be last offered Fall 2020.) Credit: 3

**COM 681 Launching Passion into Practice**

Launching Passion into Practice: In this course, students complete the communication inquiry project proposed and approved in COM 680. Students will continue to harness their curiosity, program learning, and passion to create an original project related to a specific communication topic. Students will aggregate theoretical, research, and digital and media literacies with new ways of thinking to develop an innovative project that showcases their mastery of a particular area of communication. Prerequisite: Successful completion of COM 680 with a B or higher and approval of a final project proposal. (To be last offered fall 2020.) Credit: 3

**DANCE****DAN 101 Introduction to Dance**

Introduction to Dance: Surveying different genres, this course will provide an introduction to the creative and analytical components of dance. Through lectures, readings, discussions, viewing and critical writing, students will cultivate an understanding of the way this art form contributes to social, cultural and historical movements. Credit: 4

**DAN 240 Dance Techniques**

Dance Techniques: This class will offer an in-depth exploration of the principles and technique of an individual dance form. Studio practice will be supported by reading and written word. Prerequisite: permission of the instructor. (Offered as needed.) Credit: 4

**DAN 302 Dance Repertory**

Dance Repertory: This class explores the aesthetic and interpretive issues that arise in preparing presenting dance performance. Student dancers will work with faculty choreographers in the creation or reconstruction of a performance piece for public sharing. Prerequisite: DAN 240, or permission of instructor. (Offered as needed.) Credit: 4

**DAN 360 Dance Composition**

Dance Composition: This studio-based class introduces the principle and techniques of dance choreography. Class will explore fundamental concepts related to movement generation, structuring, and performance. Assignments encourage kinesthetic awareness and personal expression. Prerequisite: DAN 240, or permission of instructor. (Offered as needed.) Credit: 4

**ECONOMICS****ECO 203 Macroeconomics**

Macroeconomics: This is an introductory survey of aggregate economics principles; the scope and methods of economics, business organizations; money and prices, national income theory, economics stabilization policies and international trade. Prerequisite: None. (Offered fall, spring, and every odd summer terms.) Credit: 3

**ECO 204 Microeconomics**

Microeconomics: This is a survey of economic principles, dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations. Prerequisite: None. (Offered fall, spring, and every even summer terms.) Credit: 3

**ECO 351 Money and Banking**

Money and Banking: This is a study of the fundamental principles and practices of the money and credit systems of the United States.; financial institutions, commercial banking, the Federal Reserve System, monetary theories and policy. Prerequisites: ACC 207, ACC 208, ECO 203, and ECO 204. (Offered as needed) Credit: 3

**ECO 355 American Capitalism**

American Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economics and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. Cross-listed with BUS 355. Prerequisite: None. (Offered as needed.) Credit: 3

**ECO 454 International Trade**

International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. Cross-listed as BUS 454. Prerequisites: ECO 203 and ECO 204. (Offered as needed.) Credit: 3

**ECO 458 International Economics**

International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-



depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economic integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Cross-listed with BUS 458. Prerequisites: ECO 203, ECO 204, BUS 365, and junior or senior standing. (Offered as needed.) Credit: 3

## EDUCATION

### EDU 100 Teacher Cadet

Teacher Cadet: The Teacher Cadet course is an introduction to the teaching profession. Its main purpose is to engage students in the area of educational leadership through awareness activities and reflection. The curriculum includes simulations and other "hands-on" activities designed to teach students about the teaching profession. Students develop a greater understanding of the history of education; gain insights into the structure and functions of our schools and school systems; learn the stages and theories of child development and learning; and recognize the significance of teacher leadership and advocacy for the profession. There is also a clinical experience attached to this class for the students to teach lessons in a classroom with a cooperating teacher. (Offered as needed.) Credit: 3

### EDU 215 Foundations of Elementary Education

Foundations of Elementary Education: This course examines educational theory and practice in the United States within the context of historical, philosophical and sociological foundations. Candidates explore lesson planning and best practices for K-6 curriculum with emphasis on Common Core State Standards and NC Essential Standards. The study of principles and theories of psychology that have direct application to the classroom will also be addressed. A field experience is required. Prerequisite: None. (Offered every fall term.) Credit: 4

### EDU 225 Needs of Diverse Learners

Understanding the Needs of Diverse Learners: This course investigates the similarities and differences in culture, race, gender, ethnicity, sexual orientation, classism, religion, and exceptionalities. The focus will be to examine various methods for teaching diverse learners and the importance of diversity within a K-12 curriculum. Prerequisite: None. (Offered every spring term.) Credit: 4

### EDU 235 Exceptional Learners

Exceptional Learners: This course is designed to prepare candidates to effectively work with and teach students with exceptionalities. Emphasis will also be placed on helping candidates to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with exceptionalities. A field experience is required. (Offered every fall term.) Credit: 4

### EDU 245 Digital Literacies

Digital Literacies: This course will prepare candidates in the use of information communication and technology literacy skills. Candidates will explore the most effective technology tools and instructional practices currently being used in education as well as examine best practices for technology and digital literacy in 21st century classrooms. Candidates explore the elements of digital citizenship and how they provide the foundation for preparing students to be digitally responsible producers and consumers within the larger community. A field experience is required. (Offered every fall and spring term.) Credit: 4

### EDU 257 Foundations of Secondary Education

Foundations of Secondary Education: This course examines educational theory and practice in the United States within the context of historical, philosophical and sociological foundations. Candidates explore lesson planning for the 9-12 curriculum with emphasis on Common Core State Standards and NC Essential Standards. The study of the principles and theories of psychology that have direct application to the classroom will be addressed. Candidates begin to develop their philosophy and learning style in this course. A field experience is required. Prerequisite: None. (Offered every spring term.) Credit: 4

### EDU 299 Exploratory Internship in Education

Exploratory Internship in Education: This internship is to provide candidates with the opportunity to explore career options through on-site experiences in educational settings. This internship does not count toward the major. Instructor permission required. Repeatable for a total of 8 hrs. (Offered every fall and spring term.) Credit: 1-4

### EDU 300 Teaching Fellows Course

Teaching Fellows Course: This course is designed to expose candidates identified as Teaching Fellows to the Charlotte-Mecklenburg School system. Candidates will participate in hands-on applications of education principles and community leadership. The course is designed to focus on the philosophies of teaching in North Carolina public schools, curriculum and instruction, and the developmental needs of K-12 students. Repeatable for a total of 24 hours. (Offered every fall and spring term.) Credit: 3

### EDU 304 Classroom Mgmt/Conflict Resolution

Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A field experience is required. Prerequisite: EDU 215 Credit: 4

### EDU 310 Educational Psychology

Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be planned on development, learning, motivation, classroom management and assessment. (Offered every summer term.) Credit: 4

### EDU 315 Data Driven Instruction/Assessment

Data Driven Instruction: This course provides candidates with the tools necessary to assess and analyze assessment data to improve instruction and increase student academic achievement. A field experience is required. Prerequisite: EDU 215 or EDU 257. (Offered every fall term.) Credit: 4

### EDU 325 Integ Cultural Arts in the Class

Integrating Cultural Arts in the Classroom: This course teaches candidates how to integrate arts and movement into the classroom. Candidates will learn how to effectively integrate visual arts, theatre arts, music, dance and PE across all content areas. This course will help candidates see the importance of teaching children through interdisciplinary instruction. A field experience is required. Prerequisite: EDU 215. (Offered every fall term.) Credit: 4

### EDU 345 Intro to Balanced Literacy

Introduction to Balanced Literacy: Diagnostics and Overview: This course teaches candidates how to identify, interpret, and prescribe strategies in order to meet the needs of individual learners in the areas of reading, writing, listening and speaking. Formal and informal diagnostic measures are studied. This course also examines spelling instruction through the lens of English orthography and analyzes the role of spelling literacy development. A field experience is required. (Offered every spring term.) Credit: 4

### EDU 355 Schooling in the Context of Poverty

Schooling in the Context of Poverty and Working with English Language Learners: Candidates investigate stereotypes and misconceptions regarding low income students and families in the United States. Candidates learn and apply strategies to engage, motivate, and effectively teach students who live in poverty. Candidates will learn and apply the SIOP model and strategies for teaching linguistically diverse learners. This will be accomplished through readings, observations, videos, discussions and experiential activities. Our focus will be to examine best practices and methods of teaching and understanding students living in poverty and English Language Learners. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every spring term.) Credit: 4

**EDU 365 Introduction to Research**

Introduction to Research: This course is an introduction to the educational research traditions, procedures, theories, and methods commonly utilized in educational settings. The emphasis is on the development of the skills needed to utilize existing research as well as application of these skills to conduct research and evaluation in a K-6 setting. This course fulfills the writing intensive requirement for the University. Prerequisite: Admission to the Teacher Education Program. (Offered every spring term.) Credit: 4

**EDU 398 Topics International Preparation**

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in EDU 399. The total number of hours for EDU 398 and EDU 399 cannot total more than four total hours. Prerequisite: Junior standing and a 2.0 cumulative GPA. Credit: 1-4

**EDU 399 International Experience**

International Experience: The international experience component of EDU 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for EDU 398 and EDU 399 cannot exceed four total credits. Prerequisite: completion of EDU 398 with a grade of C- or better (an average of 70). Credit: 1-4

**EDU 404 Vocabulary Instruction****EDU 415 Balanced Literacy for K-2 Learners**

Balanced Literacy for K-2 Learners: This course provides knowledge of assessments, evaluation and strategies to meet the needs of all learners in a balanced approach to literacy. Target areas include: vocabulary development, writing, independent and supported reading and writing, and reading comprehension as appropriate in kindergarten, first and second grade classrooms. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) Credit: 4

**EDU 425 Elementary Math Methods**

Elementary Math Methods: This course examines methodologies for teaching mathematics in elementary school. Topics include lesson planning, integration of subject matter with real world topics, cooperative learning, mathematical practices, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) Credit: 4

**EDU 435 Balanced Literacy for 3-6 Learners**

Balanced Literacy for 3-6 Learners: This course provides knowledge of assessments, evaluation and strategies to meet the needs of all learners in a balanced approach to literacy. Target areas include: Word Study, vocabulary, writing, independent and supported reading and writing, and comprehension as appropriate in third, fourth, fifth and sixth grade classrooms. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every spring term.) Credit: 4

**EDU 445 Elementary Science Methods**

Elementary Science Methods: This course examines content specific pedagogical strategies for teaching science in elementary school. Topics include the use of inquiry in lesson planning and delivery, integration of subject matter with real world topics, cooperative learning, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) Credit: 4

**EDU 455 Elementary Social Studies Methods**

Elementary Social Studies Methods: This course examines methods, current trends and content of effective social studies teaching with emphasis on relationships among social science discipline areas in a

multicultural society. Emphasis will be placed on developing thinking and problem solving skills as well as the relationship of social studies to other areas of elementary school curriculum and developing a classroom community. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) Credit: 4

**EDU 465 Critical Issues in Elem Education**

Critical Issues in Elementary Education: Classroom Management, Law, Leadership: This course will examine the origin, development, and current status and trends of elementary school curriculum. This course will also explore social, historical, legal, political and philosophical issues that impact K-6 education nationally and internationally. Special emphasis will be placed on addressing classroom management, leadership, parental involvement, community service, and ethical advocacy. A year-long student teaching experience begins in this course. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) Credit: 4

**EDU 467 Critical Issues in Secondary Educ**

Critical Issues in Secondary Education: Classroom Management, Law, Leadership: This course will examine the origin, development, and current status and trends of secondary education curriculum. This course will also explore social, historical, legal, political and philosophical issues that impact secondary education nationally and internationally. Special emphasis will be placed on addressing classroom management, leadership, parental involvement, community service, and ethical advocacy. A field experience is required. (Offered every spring term.) Credit: 4

**EDU 477 Literacy Integrated in Content Area**

Literacy Integrated in the Content Areas: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension and vocabulary-building methodologies. How reading is used in the diverse classroom is explored. A field experience is required. (Offered every fall term.) Credit: 4

**EDU 485 Application and Practice: Elem STEM**

Application and Practice: Elementary STEM: This course extends the content and methods taught in the mathematics and science methods courses. The emphasis is an application of science, technology, engineering and mathematics skills in the K-6 setting. A field experience is required. A field experience is required. (Offered every fall term.) Credit: 4

**EDU 487 Secondary Methods & Materials**

Secondary Methods and Materials: This course explores the study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Producing curriculum for diverse learners and understanding the needs of multiple students in the same general education classroom is explored. A field experience is required. Prerequisite to student teaching; normally to be taken in the senior year. (Offered every fall term.) Credit: 4

**EDU 488 Foreign Language Methods/Materials**

Foreign Language Methods and Materials in the K-12 Classroom: This course explores the study of teaching methods, resources, materials and strategies as related to teaching foreign languages and specific content area teaching. Producing curriculum for diverse learners and understanding the needs of multiple students in the same general education classroom is explored. A field experience is required. Prerequisite to student teaching; normally taken in the senior year. (Offered every fall term.) Credit: 4

**EDU 489 Exploration of the Foreign Language**

Exploration in the Foreign Language Classroom: This course explores the foreign language classroom and the methods and materials in a classroom setting in a lower or higher age group than that intended for

student teaching. Candidates will examine teaching methods, resources, materials and strategies as related to the foreign language classroom. This course should be taken the semester before student teaching. A field experience is required. Credit: 4

#### **EDU 495 Professional Internship in Elem Sch**

Professional Internship in Elementary Schools: This course is the culminating experience for pre-service teachers and will include directed observation and student teaching. This course fulfills the University's internship requirement. Student teaching fee applies. Prerequisite: Approval of the Teacher Education Committee. (Offered every fall and spring term.) Credit: 12

#### **EDU 496 Prof Internship in Foreign Language**

Professional Internship in Foreign Language K-12: This course is the Capstone course for pre-service teachers in Foreign Language. Student teaching bridges the world of the working teacher where theory and practice are implemented. There are supervised observations and each candidate is assigned a cooperating teacher to work with in the field. Seminars will be held bi-weekly. This course fulfills the University's internship requirement. Student teaching fee applies. Pre-requisite: Approval of the Teacher Education Committee. (Offered every fall and spring terms.) Credit: 12

#### **EDU 497 Prof Internship in Secondary School**

Professional Internship in Secondary Schools: This course is the culminating experience for pre-service teachers and will include directed observation and student teaching. It is the practice of theory, clinical practice, and the work place. Seminars will be held bi-weekly. This course fulfills the University's internship requirement. Student teaching fee applies. Prerequisite: Approval of the Teacher Education Committee. (Offered every fall and spring term.) Credit: 12

#### **EDU 503 Educational Research and Evaluation**

Educational Research and Evaluation: The purpose of this course is to teach candidates how to investigate and analyze various educational research findings. Candidates will apply this new knowledge by synthesizing their findings and creating a research proposal within a classroom setting. Candidates will be required to critically analyze research designs, explore and assess various research methods, comprehend basic statistical procedures, and interpret the data of current educational research findings. (Offered every fall term.) Credit: 3

#### **EDU 504 Classroom Mgmt & Conflict Resolutn**

Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A field experience is required. (Offered every spring term.) Credit: 3

#### **EDU 506 Research Methods I**

Research Methods I: This course is an introduction to educational research traditions, procedures, theories and methods commonly utilized in educational settings. The emphasis is on the development of skills needed to utilize existing research as well as application of these skills to conduct research and evaluation in the content areas. Candidates will research and examine literature related to a problem which will be investigated in Research Methods II. Candidates will work with a University content area faculty member to determine an appropriate focus. Credit: 4

#### **EDU 508 Methods: Tchg in Secondary School**

Methods of Teaching in Secondary School: Candidates will examine teaching methods, resources, materials and strategies as related to secondary school teaching and specific content area teaching. Candidates will begin examining how to create lesson plans and units of study which will promote meaningful learning environments. Credit: 3

#### **EDU 509 Foreign Language Methods/Materials**

Foreign Language Methods and Materials in the K-12 Classroom—French or Spanish: Study of teaching methods, resources, materials

and strategies as related to general secondary school teaching and foreign language teaching. Candidates will begin examining how to create lesson plans and units of study which will promote meaningful learning environments. Candidates will have clinical experiences across K-12 areas. Credit: 3.

#### **EDU 510 Educational Psychology**

Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management, and assessment. (Offered every fall, spring and summer terms.) Credit: 3

#### **EDU 513 Mathematics Methods in Elem Ed**

Mathematics Methods in Elementary Education: This course examines methodologies for teaching mathematics in elementary school. Topics include lesson planning, integration of subject matter with real world topics, cooperative learning, mathematical practices, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. (Offered every fall term.) Credit: 3

#### **EDU 514 Educational Technology**

Educational Technology: This course will prepare educators in the use of information communication and technology literacy skills. Candidates will explore the most effective technology tools and instructional practices currently being used in education as well as examine best practices for technology and digital literacy in 21st century classrooms. Candidates explore the elements of digital citizenship and how they provide the foundation for preparing students to be digitally responsible producers and consumers within the larger community. A field experience is required. (Offered every fall and spring term.) Credit: 3

#### **EDU 518 Foundations/Curriculum in Elem Ed**

Foundations and Curriculum in Elementary Education: In this course candidates explore the K-6 curriculum with emphasis on the Common Core State Standards and NC Essential Standards, planning lessons, curriculum integration, instructional practice, differentiation of instruction for unique learner needs, classroom climate, and the use of the internet for resources. Educational theory and practice in the United States will also be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; and the relationship between school and society. A field experience is required. Credit: 3

#### **EDU 524 Diagnosis/Correction Reading Diff**

Diagnosis and Correction of Reading Difficulties: This course teaches candidates how to identify, interpret, and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. Candidates learn effective reading comprehension strategies for K-6 students. A school experience of working with students who have reading difficulties is required. A field experience is required. (Offered every fall term.) Credit: 3

#### **EDU 525 Diversity in Schools**

Diversity in Schools: Candidates will investigate both the similarities and differences within the following areas: culture, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. (Offered every spring term.) Credit: 3

#### **EDU 527 Teaching Reading & Language Arts**

Teaching Reading and Other Language Arts: This course provides an in-depth study of literacy development focusing on social, cognitive, and linguistic foundations. Critical reading of professional literature extends knowledge base and assists candidates in developing a philosophy of writing instruction emphasizing the writing process, the

challenges of the diverse classroom, and the integration across content areas. Demonstration of various instructional approaches and strategies to promote a print-rich environment and to teach children to effectively use syntactic, semantic, grapho-phonetic, and pragmatic cueing systems and comprehension of story. Competency in planning learning experiences that incorporate the communication processed in all curricular areas. Common Core State Standards will be used as basis for K-6 lesson development. A field experience is required. (Offered every spring term.) Credit: 3

#### **EDU 528 Research Methods II**

Research Methods II: This course continues the work started in Research Methods I. Candidates design and implement a content-based research study. This course emphasizes the various ways to organize and analyze qualitative and quantitative data. University content area faculty members will collaborate with candidates to support their data collection and analysis. Prerequisite: EDU 506. Credit: 4

#### **EDU 529 Content Area Reading**

Content Area Reading: Candidates will examine research which supports the most effective strategies within their content areas and analyze and evaluate teacher effectiveness. Topics include long-term unit planning and delivery, integration of subject matter, cooperative learning, assessment techniques, problem solving, use of technology, curriculum integration and classroom management. Credit: 4

#### **EDU 530 Data Driven Instruction/Assessment**

Data Driven Instruction & Assessment: This course provides candidates with the tools necessary to assess and analyze assessment data to improve instruction and increase student achievement. Credit: 4

#### **EDU 533 Science Methods in Elementary Educ**

Science Methods in Elementary Education: This course examines content specific pedagogical strategies for teaching science in elementary school. Topics include the use of inquiry in lesson planning and delivery, integration of subject matter with real world topics, cooperative learning, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. (Offered every fall term.) Credit: 3

#### **EDU 540 Social Studies Methods/Materials**

Social Studies Methods and Materials in Elementary Education: This course examines effective methodologies for teaching Social Studies in the elementary school with focus on reflective writing and the value of a multicultural environment. Common Core State Standards and NC Essential Standards will guide student learning. Cooperative learning, group process, and inquiry models will be used in planning lessons. Multi-faceted assessment techniques will be practiced. (Offered every summer term.) Credit: 3

#### **EDU 548 Content and Vocabulary Development**

Content and Vocabulary Development in Elementary Education: In this course the importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies, including spelling instruction that relies on an understanding of English orthography and ways children develop as spellers. Candidates will analyze the role of spelling in literacy development and identify the characteristics of how children read, write and spell in the stages of literacy development. A field experience is required. (Offered every fall term.) Credit: 3

#### **EDU 551 Teacher as Researcher**

Teacher as Researcher: This course describes the nature and purposes of collaborative action research and how the action research process is used to improve the quality of classroom instruction and school climate. Candidates will formulate a research question, review related literature, and plan and carry out their own research in school settings. The learning product of this course will be a paper or project

to be presented at the Action Research Symposium. Corequisite: EDU 552. (Offered every fall term.) Credit: 2

#### **EDU 552 Seminar and Reflective Practice**

Seminar and Reflective Practice: Candidates will use case studies, research and reflective writing to expand and modify the three components: instructional practice, unique learner needs, and classroom climate of their Performance Based Licensure portfolio. Corequisite: EDU 551. Credit: 1

#### **EDU 570 Introduction to Gifted Education**

Introduction to Gifted Education: An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; current problems, trends, and issues in gifted education. Candidates will study, and apply on the current research in these specific areas while completing a culminating project. Credit: 3

#### **EDU 571 Social & Emotional Needs of Gifted**

Social and Emotional Needs of Gifted Children: This course will focus on the theoretical and practical knowledge needed to support the social and emotional needs of gifted children. Special attention will be placed on current research of effective characteristics, personality traits, recognizing the signs of stress and distress and will explore ways to deal with perfectionism. Candidates will study, and apply on the current research in these specific areas while completing a culminating project. Credit: 3

#### **EDU 572 Methods/Models Gifted Education**

Methods and Models of Gifted Education: This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and problem solving. Candidates will study, and apply on the current research in these specific areas while completing a culminating project. Credit: 3

#### **EDU 573 Curriculum/Differentiating Instruction**

Developing Curriculum and Differentiating Instruction for the Gifted: This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment). Candidates will student, and apply on the current research in these specific areas while completing a culminating project. Credit: 3

#### **EDU 574 Teaching Gifted Students**

Teaching Gifted Students: Candidates in this course will observe a variety of instruction with gifted students. Candidates will focus on assessments, planning and implementing instruction for gifted students in gifted classrooms and in inclusion settings. Candidates will study and reflect on the current research in these specific areas while completing a culminating project. Prerequisites: EDU 570, EDU 571, EDU 572, 573 Credits: 3

#### **EDU 575 Introduction to STEM Curriculum**

Introduction to STEM Curriculum: This introductory course to the STEM track provides an in-depth examination and evaluation into STEM curricula. Emphasis will be placed on designing grade level integrated curriculum units. Credit: 3.

#### **EDU 576 STEM Education Research**

STEM Education Research: This course is a detailed analysis and evaluation of the past and current research and trends in STEM education. Candidates will also learn how to develop and implement research in their own classroom and schools. Prerequisite: EDU 575. Credit: 3.

#### **EDU 577 Advanced Science and Math Content**

Advanced Science and Math Content: This course introduces



advanced content in Biology, Chemistry, and Physics. A thematic approach to learning STEM-related content will be examined as well as advanced technology-based methods to support content acquisition. Prerequisite: EDU 575. Credit: 3.

#### **EDU 578 STEM Assessment and Evaluation**

STEM Assessment and Evaluation: This course will examine methods for effective evaluation specifically through the use of technology. Alternative forms of assessment common in Science and Math classrooms will be explored. Prerequisite: EDU 575. Credit: 3.

#### **EDU 579 Leadership in STEM Learning**

Leadership in STEM Learning: This course will focus on building leadership skills in implementing successful STEM learning. Topics include STEM leadership models, professional development and other means for continued education. Prerequisites: EDU 575, EDU 576, EDU 577, and EDU 578. Credit: 3.

#### **EDU 581 Digital Literacy for K-12 Classroom**

Digital Literacy for K-12 Classrooms: This course prepares educators in the use of information communication and technology literacy skills. This course will introduce many of the most common technology tools and instructional practices currently being used in schools. Candidates will revisit best practices for technology and digital literacy in 21st century classrooms. Credit: 3

#### **EDU 582 Digital Citizenship**

Digital Citizenship: This course will focus on exploring and understanding the nine elements of digital citizenship. Candidates will examine how each of these elements of digital citizenship can be applied to what is taught in the classroom as well as preparing students to be digitally responsible producers and consumers within the larger community. Credit: 3

#### **EDU 583 Integrating Technology**

Integrating Technology into the Language Arts, Math, Social Studies & Science Curricula: This course is an in-depth study of NC K-12 computer skills and technology curriculum. Emphasis is placed on the development of strategies, materials, and staff development to integrate technology into content-related curricula. Credit: 3

#### **EDU 584 Promoting 21st Century Literacies**

Promoting 21st Century Literacies: This course will focus on an understanding of 21st century skills and themes and it will engage students in discussions, activities, and projects related to issues of information, media, and visual literacies. Emphasis is placed on developing an understanding of the ethical and legal issues surrounding the access and use of information, evaluating social and cultural differences in order to collaborate effectively with others from a range of social and cultural backgrounds, examining how media can influence beliefs and behaviors, and utilizing appropriate visual media creation tools. Credit: 3

#### **EDU 585 Technology Facilitation/Evaluation**

Evaluating & Facilitating Technology: This course provides educators with knowledge, skills, and dispositions to integrate technology into K-12 settings, develop workshops that provide in-service teachers with technology skills and the knowledge to integrate technology in appropriate ways into the curriculum, and provide input into hardware and software related decisions at the school level. In addition, it introduces development of instructional analyses, strategies, and formative/summative evaluation methods. Prerequisites: EDU 581, EDU 582, EDU 583, EDU 584. Credits: 3

#### **EDU 586 Clinical Internship**

Clinical Internship: This course provides candidates with an opportunity to apply what they have learned in their coursework into their own classrooms and schools. This internship will be in their own classroom with the support of a University technology specialist to assist in implementing technology and media-rich lessons. Credit: 3

#### **EDU 595 Internship-Foreign Language Class**

Internship in a Foreign Language Classroom: Directed observation

and teaching in a designated classroom. Credit: 3

#### **EDU 599 Internship-Elementary Graduate**

Professional Internship--Elementary Graduate Students: Directed observation and student teaching in selected schools, grades K-6. Seminars are scheduled throughout this period. All coursework must be completed before student teaching with no grade below a C and no more than one C. Student teaching fee applies. Pre-requisite: Approval of the Teacher Education Committee. (Offered every fall and spring term.) Credit: 12

#### **EDU 601 Education Research and Evaluation**

Educational Research & Evaluation: Candidates will investigate: empirical, logical and conceptual research problems; methods and procedures of qualitative and quantitative research; interpret research; write reviews of related literature; and participate in library research. Candidates will also critically analyze research designs, explore and assess various research methods, acquire a conceptual knowledge of statistical procedures and interpret results of research findings. Differentiated coursework, research and application will align to candidates' individual specialty area. Credits: 3

#### **EDU 602 Education Law and Ethics**

Education Law and Ethics: This course is designed to lead candidates through an examination of both the ethical and legal dimensions of school. Candidates will explore current legal issues facing students and educators as well as landmark court cases that have shaped the schools of today. Topics to be presented and discussed include due process, search and seizure, bilingual education, sexual discrimination, harassment, achievement gap, equity in schools and the education of exceptional children. Candidates will be prepared to design protocols and processes that ensure compliance with legal and ethical obligations. At the completion of this course, candidates will have built a solid foundation of legal and ethical understanding. Differentiated coursework, research and application will align to candidates' individual specialty area. Credits: 3

#### **EDU 603 Multicultural Pedagogy**

Multicultural Pedagogy: This course investigates multicultural education at the individual as well as at the societal level. Candidates will engage in activities/discussions to investigate similarities and differences within cultures, races, gender, ethnicity, socio-economic status, religion and exceptionalities in schools including AIG, ELL, Special Education and students of poverty. The course provides candidates with a broad base of knowledge and skills to increase the effectiveness of instruction through culturally responsive teaching. The candidate will be able to effectively meet the needs of all learners through one's self-exploration, research and integration of the knowledge into instructional lessons and strategies to improve the classroom and/or school culture. Differentiated coursework, research and application will align to candidates' individual specialty area. Credits: 3

#### **EDU 604 21st Century Leadership**

21st Century Leadership: This course will examine school outreach to families, business partners, and to faith-based and civic organizations as multiple models of how to build strong partnerships between school and community. Candidates will learn how to build strong community relationships and collaborate with external stakeholders. Candidates will develop and implement a project with external partners to bring students and their families together at the school. Differentiated coursework, research and application will align to candidates' individual specialty area. Credits: 3

#### **EDU 605 PLCs: Alignment and Action**

PLCs: Alignment & Action: This course will introduce the common themes and ideas from educational leaders in regards to creation and effective implementation of PLCs at the school and district levels. The course will address critical questions surrounding the utilization of the PLC structure to ensure alignment of assessment, curriculum, instruction, teaching and student learning. The course will explore the facilitation, at the school level, of data-driven decisions and instruction. The course will also explore the use of Professional Learning



Communities in the broader context, including its grounded research-based principles and its potential impact on achievement gaps and educator effectiveness. Differentiated coursework, research and application will align to candidates' individual specialty area. Credits: 3

#### **EDU 610 Building Community**

**Building Community:** This course will examine the school executive's outreach to families, to business partners, and to faith-based and civic organizations as multiple models of how to build strong partnerships between school and community. Candidates will engage in active discussion and reflection regarding the role of the school executive in building strong community relationships and collaborating with external stakeholders. During this course, candidates will also identify and analyze school targets as part of the culminating program capstone project. Credit: 3

#### **EDU 612 Leading Diversity**

**Leading Diversity:** This course will lead candidates through a discussion and analysis of the issues, challenges, and opportunities related to education in a diverse and democratic society. Candidates will be engaged in an investigation of the similarities among students within cultures, ethnicity, and socio-economic status, and will be led to explore the preparation and ability of leaders and schools in promoting the value of diverse learning communities. In addition, this course will engage candidates in the exercise of identifying data-based achievement or other gaps in their schools. This exercise acts as the third component of the culminating program capstone project and will be a critical step in determining a plan for improvement in future courses. Credit: 3

#### **EDU 616 Vocabulary Instruction**

**Vocabulary Instruction:** This course examines phonics, vocabulary and spelling instruction that relies on an understanding of English orthography, Foundations of Reading theory and how children develop as spellers, readers, and writers. Candidates analyze the role of spelling in literacy development and develop effective differentiated instruction to meet the needs of all students. Credits: 3

#### **EDU 620 Introduction to Special Education**

**Introduction to Special Education:** This course is an overview of special education characteristics and definitions of disabilities, the referral process and service delivery models. Information on the history of, legal basis for and contemporary issues in special education. Credits: 3.

#### **EDU 621 Disability Laws and Policies**

**Disability Laws and Policies:** This course is designed to teach candidates the development and enactment of laws and policies designed to protect the rights of persons with special needs and disabilities. The course examines significant legislation contributing to policies affecting the population of students including disability legislation/policy on local, state, national, and international levels. Prerequisite: EDU 620. Credits: 3.

#### **EDU 622 Supporting SPED Students**

**Supporting SPED Students:** This course focuses on the theoretical and practical knowledge needed to support the social and emotional needs of students with special needs. Special attention will be paid to current research on effective characteristics, personality traits, recognizing the signs of stress and distress and will explore ways to work with students, parents, and teachers. Prerequisite: EDU 620. Credits: 3.

#### **EDU 623 Inclusive Education**

**Inclusive Education:** This course provides candidates with information and expertise related to instruction that effectively meets the academic needs of all students in inclusive settings. Characteristics of, identification of and teaching practices for exceptional students. Prerequisite: EDU 620. Credit: 3.

#### **EDU 624 Internship/Seminar in Special Ed**

**Internship and Seminar in Special Education:** This course provides candidates time to work with special education specialists in the

schools and classrooms. They will implement effective teaching strategies in inclusive classroom settings. Clinical hours. Prerequisites: EDU 620, EDU 621, EDU 622, and EDU 623. Credits: 3.

#### **EDU 625 Introduction to Higher Education**

**Introduction to Higher Education:** This course will introduce students to teaching at the college level. Focus will be on an examination of the history and current trends in higher education. An annotated bibliography will be developed and used throughout the program. Credits: 3.

#### **EDU 626 Adult Learning Theory**

**Adult Learning Theory:** This course will focus on the theory and application of how adult students think and learn including an in-depth analysis of current research. Prerequisite: EDU 625 Credit: 3.

#### **EDU 627 Higher Ed Instruction Strategies**

**Higher Education Instruction Strategies:** This course explores the best practices for instruction in the college-level classroom. Candidates will explore trends and current research and apply newly learned information and processes. Prerequisite: EDU 625. Credit: 3.

#### **EDU 628 Higher Ed Evaluation/Assessment**

**Higher Education Evaluation and Assessment:** Introduces students to assessment, evaluation, and technology rich principles and practices. Focus will be on the uses and limitations of a broad range of assessment and evaluation approaches in college teaching. Prerequisite: EDU 625.

#### **EDU 629 Higher Education Internship**

**Higher Education Internship:** This course focuses on current research in higher education settings and embeds an internship with college faculty as a fieldwork component in this course. Prerequisites: EDU 625, EDU 626, EDU 627, and EDU 628. Credits: 3.

#### **EDU 630 Foundations of Reading**

**Foundations of Reading:** This course provides an overview of the reading process, including reading readiness, comprehension, word recognition, diagnosis, methods of instruction and related language acquisition processes. Credits: 3

#### **EDU 631 Supervision to Improve Instruction**

**Supervision to Improve Instruction:** This course will engage candidates in an exploration of the role of the school executive in supervising and improving instruction. Topics such as teacher coaching, professional development, best practices, collegiality, and shared leadership will be discussed. Candidates will reflect upon the role of the school leader in monitoring instruction and in providing feedback and support in a manner that results in continuous growth and improvement in the classroom and in student achievement. Credit: 3

#### **EDU 635 21st Century Learner**

**20th Century Learner:** Students will explore and evaluate the current thinking on the role of psychology and cognition on learning. An annotated bibliography will be developed and used throughout the program. Credit: 3.

#### **EDU 636 Designing Effective Curriculum**

**Designing Effective Curriculum:** Students will study frameworks for designing K-12 curriculum and design effective curriculum that can be implemented in the K-12 classroom. Frameworks to be implemented in Candidates' classrooms and schools will be developed. Credit: 3.

#### **EDU 637 Instructional Design**

**Instructional Design:** Students will examine best practices that align with the K-12 curriculum and promote 21st century classrooms. Students will evaluate research-based practices that build 21st learners and communication, collaboration, creativity, and critical thinking skills. Students will build leadership skills in this course by presenting best practices and instructional designs to peers. Credit: 3.

#### **EDU 638 Instruction and Assessment**

**Instruction and Assessment:** Students will examine effective practices

for providing differentiation in the classroom. The course will guide students through evaluating research-based assessment strategies for the K-12 classroom. Students will lead their peers through evaluating student assessments, determine learning goals for students based on student data, and present instructional opportunities to promote student learning. Credit: 3.

#### **EDU 639 Contemporary Issues in Education**

Contemporary Issues in Education: This course will provide students opportunities to examine research related to issues, problems, and current trends related to curriculum and instructional practices in the K-12 setting. Students will read and discuss contemporary issues in the K-12 school. Students will collaborate with peers to determine curriculum planning strategies and instructional practices that are aligned with 21st century classrooms. Prerequisites: EDU 635, EDU 636, EDU 637, and EDU 638. Credit: 3.

#### **EDU 640 Teaching of Writing**

Teaching of Writing: This course provides theories, research and critical issues related to students' writing development and effective writing instruction. Candidates learn to implement the writing process across the curriculum. Credit: 3

#### **EDU 642 Leading in a Global Society**

Leading in a Global Society: This course is designed to introduce candidates to the critical role that leaders have in the success of schools, the success of systems, the success of a global community, and the success of the individual student. Candidates will build a foundation of knowledge as they reflect upon the history of the principalship and various leadership theories. Candidates will discuss and explore the role of the school leader as change agent, the challenges associated with this role, and the value of systemic thinking and planning in the management and leadership of schools. In addition, this course will introduce the candidate to the first component of the culminating program capstone project. For this work, candidates will engage in a reflection and analysis, grounded in data, of the status and needs of their current school. Credit: 3

#### **EDU 646 Professional Learning Communities**

Professional Learning Communities: This course is designed to introduce and explore the school executive's role in leading a school through the most exciting of transformations - that of moving from a traditional structure and culture into that of a true professional learning community. Future school leaders will be equipped with the understanding of the tools and planning necessary for a school to successfully adapt to a 21st Century collaborative model. Also included in this course is the candidate's development of an action plan, which acts as a key component of the culminating program capstone project. This plan will be based on previously identified data and targets, and will address the allocation of resources and the specific strategies needed to address and improve identified gaps in student learning. Credit: 3

#### **EDU 650 Assess/Diag/Inst Remediate Reading**

Assessment, Diagnosis & Instruction to Remediate Reading Difficulties: Candidates examine causes of reading disabilities, diagnostic instruments, standard and informal assessment procedures, report writing, and materials and methods of instruction of an atypical reader. Credits: 3

#### **EDU 652 Leading in HR and Finance**

Leading in Human Resource and Finance: This course will lead candidates through an examination of the practices and skills that are utilized by school executives as they engage in the important areas of human resource management and school finances. Key human resource topics to be discussed include recruitment, professional development of school personnel, and retention of effective educators. In addition, several finance-based topics are explored which will prepare the candidate for the critical role of school financial manager, including sound budgeting and allocation processes, ethical decisions regarding fund-raising, and efficient methods by which to manage the federal, state, and local funding sources often allocated to schools. Several case studies will be presented, which allow opportunities for

candidates to analyze and apply course content to real-world scenarios. Credit: 3

#### **EDU 660 Practicum in Reading Diagnosis**

Practicum in Reading Diagnosis: A comprehensive practicum that involves the supervised assessment of the reading and Language Arts abilities of children and adolescents. In a supervised clinical experience, candidates develop, administer, interpret, and score formal and informal tests, write case reports, and analyze reading and language arts problems. (Offered every summer term.) Credit: 6

#### **EDU 661 Student Teaching**

Student Teaching: This course is the culminating experience for MAT Secondary candidates. Observations will be conducted and candidates will attend seminars. All coursework must be completed before student teaching with no grade below a C and no more than one C. Student teaching fee applies. Pre-requisite: Approval of the Teacher Education Committee. Credit: 10

#### **EDU 662 Classroom Management Seminar**

Classroom Management Seminar: Candidates will explore various environments of high school education as well as how to manage adolescent behavior. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. Co-requisite: EDU 661. Credit: 1

#### **EDU 663 Professional Development Seminar**

Professional Development Seminar: This course is designed to support candidates during their student teaching with special emphasis on professional development. Candidates will learn how to access resources for ongoing professional development, plan professional development, as well as design a personal professional development plan to improve instructional practices and improve student learning outcomes. Co-requisite: EDU 661. Credit: 1

#### **EDU 667 Education Law and Ethics**

Education Law and Ethics: This course is designed to lead candidates through an examination of both the ethical and legal dimensions of school leadership. Candidates will explore current legal issues facing students and educators as well as landmark court cases that have shaped the schools of today. Topics to be presented and discussed include due process, search and seizure, staff evaluation, bilingual education, sexual discrimination and harassment, and the education of exceptional children. Candidates will be prepared to design protocols and processes that ensure compliance with legal and ethical obligations. At the completion of this course, candidates will have built a solid foundation of legal and ethical understanding in preparation for this critical leadership role. Credit: 3

#### **EDU 668 Internship Foreign Lang Classroom**

Internship in the Foreign Language Classroom: Candidates will complete an internship in which they will teach and be observed in a designated classroom in a level of K-12 schooling that is not at the level of student teaching. Credit: 3

#### **EDU 670 Instruction Literacy Leadership**

Instruction Literacy Leadership: Current theories, research and instructional methods associated with reading and the Language Arts are examined. Candidates focus on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders including: mentoring, staff-development, coaching, school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents. Prerequisites: EDU 616, EDU 630, EDU 640, and EDU 650. Credits: 3.

#### **EDU 671 Curriculum Devel & Implementation**

Curriculum Development and Implementation: This course will lead candidates through an exploration of the theoretical foundations of curriculum and models for curriculum development. Candidates will learn and engage in discussion regarding the role of the school leader as a change agent in curricular processes. Candidates will also be challenged to reflect on the school leader's responsibility in defining

what knowledge, skills and concepts are essential to the complete educational development of the students in their school. Credit: 3

### **EDU 676 Improving Instruction Using Data**

Improving Instruction Using Data: This course will focus on the critical expectation that school executives can create processes for the collection and use of student assessment data, both summative and formative, for the purpose of improving classroom instruction. This course will examine the knowledge and skills necessary to address this important responsibility and will provide candidates with the data analysis framework needed in order to apply this knowledge during the administrative internship experience and beyond. Case scenarios featuring actual schools and real data allow candidates to reflect upon decisions and synthesize data for further use by teachers. The course will culminate in the production of a digital product for use in sharing analyses, conclusions, and recommendations with school faculty. Credit: 3

### **EDU 680 Action Research in Education**

Action Research in Education: This course examines the nature and purpose of collaborative action research and how the action research process is used to strengthen and improve school climate. Candidates will formulate a research question, plan and carry out their own research in school settings based on their new expertise area. The learning product of this course is a paper to be presented. Differentiated coursework, research and application will align to candidates' individual specialty area. Prerequisite: EDU 601 and 27 credits within the major. Credits: 3

### **EDU 690 Seminar in Collaborative Leadership**

Seminar in Collaborative Leadership and Professional Development: Seminar focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders including: mentoring, staff-development, coaching, school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents and community volunteers. (Offered every spring term.) Credit: 3

### **EDU 695 School Executive Internship I**

School Executive Internship I: As the first phase of a two-phased internship experience, this course provides the first formal opportunity for candidates to put learned theory and content into practice. Candidates work collaboratively with school-based mentors and with their university supervisor to plan and experience a variety of administrative-based activities including required core internship activities, all designed to provide practical insight into the implementation of knowledge and the application of administrative skills. Candidates are required during this first internship phase to complete a minimum of 100 logged hours and also to align all internship experiences to the North Carolina Standards for School Executives. Credit: 3

### **EDU 696 School Executive Internship II**

School Executive Internship II: As the second phase of a two-phased internship experience, this course provides the ongoing opportunity for students to apply learned theory and content to school-based challenges and experiences. During this course, candidates will continue to work collaboratively with their school-based mentors and with their university supervisor to plan and experience a variety of administrative-based activities including required core internship activities, all designed to provide practical insight into the implementation of knowledge and the application of administrative skills. Candidates are required during this second internship phase to complete a minimum of 100 logged hours and also to align all internship experiences to the North Carolina Standards for School Executives. Upon completion of this second internship phase, candidates should have completed a comprehensive 200 hour internship with a broad spectrum of administrative experiences. In addition, candidates will complete the overarching and culminating program capstone project during this course, including an Action Plan for Continuous Improvement, a presentation of such to the faculty of the school, and a reflection on the work completed and the challenges

ahead. Credit: 3

### **EDU 699 Exploratory Course in Education**

Exploratory Course in Education: This internship is to provide candidates with the opportunity to explore career options through on-site experiences in educational settings. Instructor permission required. Repeatable for a total of 8 hrs. Credit: 1-4

### **ENGLISH**

#### **ENG 100 Practices in Critical Reading**

Practices in Critical Reading: This course introduces students to the fundamentals of close reading. Students will study the crafting of various genres of literature, and they will hone their active reading skills, engaging with diverse texts in a variety of ways such as annotating and sketch-noting. Students will consider the significance of form, genre and theme within rhetorical situations. Emphasis on authors, genres, or themes may vary. (Offered every fall term.) Credit: 4

#### **ENG 204 Intro Professional Writing/Rhetoric**

Introduction to Professional Writing and Rhetoric: As a foundation to the major, this course is designed to introduce students to rhetorical theories and practices. These rhetorical foundations help students recognize how writing is a broad, dynamic field of possibility generated by and generative of language. Students will discover significant rhetorical theories and traditions upon which public writing, professional writing, and scholarly writing are founded. Over the course of the semester, students will gain practical experience in composing a variety of texts and genres, all with an eye toward understanding how language and writing are socially situated. Prerequisite: QEN 101. (Offered fall and spring terms.) Credit: 4

#### **ENG 205 Introduction to Literary Studies**

Introduction to Literary Studies: This course provides an introduction to the field of English studies and research, with emphasis on the key tools for analyzing and researching literary works in their respective contexts, including literary terms, genres, critical theory, and advanced writing skills. Required of all students who plan to major in Literature. The course should be taken before or immediately after the declaration of the Literature major. This course fulfills the University writing-intensive requirement. Prerequisite: QEN 101. (Offered every even spring term.) Credit: 4

#### **ENG 206 Introduction to Creative Writing**

Introduction to Creative Writing: Study of principles and forms of creative writing. The course will include special attention to observation and reflection, form and meaning, modern usage and effective expression. Prerequisite: None. (Offered every semester.) Credit: 4

#### **ENG 207 Practicum in Composition Theory**

Practicum in Composition Theory: As an introduction into composition theory and writing center theory, this course will examine the theories and practices for teaching, tutoring and critiquing writers at the postsecondary level. Through field work in the Writing Center, students will receive professional experience in writing instruction by working as peer tutors and by participating in the creation of a community of writers. Emphasis through readings will be on the social and collaborative nature of writing. This course is required to qualify as a Writing Center consultant, but is open to any student who wants to engage in working with writers. Prerequisite: QEN 101. (Offered every fall term.) Credit: 4

#### **ENG 210 Survey of British Literature I**

Survey of British Literature I: This course offers a historical survey and critical exploration of major periods, genres and attitudes of English literature from the Anglo-Saxon period and the Middle Ages through the Renaissance. Primarily for sophomores, ENG 210 should be taken early in the major as it is foundational for later courses. Prerequisite: None. (Offered every even fall term.) Credit: 4

#### **ENG 220 Survey of British Literature II**

Survey of British Literature II: This course offers a historical survey and

critical exploration of major periods, genres and attitudes of English literature from the late 17th century through 19th century Romanticism and Realism to the Modern period. ENG 220 should be taken early in the major as it is foundational for later courses. Prerequisite: none. (Offered every odd spring term.) Credit: 4

### ENG 225 Survey of American Literature I

Survey of American Literature I: "I resist anything better than my own diversity," Walt Whitman writes in section 16 of Song of Myself—and in many ways he speaks for all of American culture too. American identity and culture is shaped by diversity in ancestry, race, gender, religion, class, sexual orientation, region, and by another kind of diversity too: a shifting boundary between art for the elites and popular culture for the masses, with themes and techniques continually spilling over from one side of this boundary to the other. This course will explore the formation of American literature. But we'll also talk about national identity, race, sex, conquest, faith, sin and salvation (but mostly sin), and the cosmic beauty of existence if you can escape to a cabin at Walden Pond. Prereq: QEN 101. Credit: 4.0. (Offered every odd fall, alternating in this rotation with ENG 230.)

### ENG 230 Survey of American Literature II

Survey of American Literature II: In the first chapter of *The Adventures of Huckleberry Finn* by Mark Twain, Huck, who's a street kid by birth and experience, complains about how his new guardian, the Widow Douglas, tries to "civilize" him. Among the things he doesn't like is the food she serves him because "everything was cooked by itself." Huck is used to a different way of cooking: "In a barrel of odds and ends it is different; things get mixed up, and the juice kind of swaps around, and the things go better." But Huck's way of cooking is also a metaphor for American literature in which, like all of American culture, "things get mixed up." This course will survey American Literature from the age of Realism in which Twain wrote *Huckleberry Finn* through the shocks of the Modernist era in the first half of the twentieth century and into a more pluralist and diverse twenty-first century. Things will indeed "get mixed up," as American writers experiment wildly with different forms and voices and as we embrace more deeply the rich diversity of American culture and identities. Prereq: ENG 100. Credit: 4.0. (Offered every odd fall, alternating in this rotation with ENG 225.)

### ENG 300 Topics in Global Literature

Topics in Global Literature: This course will offer intensive explorations of different cultures through the study of selected authors and literary movements around the world. We will focus on themes of colonization, immigration, cultural identity, alienation, gender roles, sexuality, family life and social class. This course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every odd spring term.) Credit: 4

### ENG 304 Adv Professional Writing

Advanced Professional Writing: In this course, students will both expand the scope of professional writing forms and further hone the writing skills found in ENG 204. Specifically, students will write longer documents, such as reports, case studies, and white papers. In addition, students will write a series of documents to build a digital story: blog, social media posts, and short video scripts. To help students become better professional writers, they will perform in-depth research, pay special attention to audience, and tailor their writing styles to best suit the medium they're writing in. Finally, to emulate the practices of professional writers, students will share and evaluate what they write through workshops and presentations. Prerequisites: QEN 101 and ENG 204. (Offered every fall term.) Credit: 4

### ENG 306 Studies in Selected Authors

Studies in Selected Authors: This course will offer an intensive study of the works of a single author, with an emphasis on biographical and cultural contexts and the development of characteristic themes and techniques. The focus of this class will change regularly and will include such authors as Jane Austen, Emily Dickinson, and others. This course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered as needed.) Credit: 4

### ENG 307 Writing of Creative Nonfiction

Writing of Creative Nonfiction: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Prerequisite: ENG 206. (Offered every third term in rotation with ENG 308 and ENG 310.) Credit: 4

### ENG 308 Writing of Poetry

Writing of Poetry: An intensive study of the writing of poetry, focusing on a command of image, figurative language, lineation, form, and other aspects of craft and prosody. Instruction and discussion are revision based. Special attention will be given to scholarly criticism of contemporary poetry. Prerequisite: ENG 206. (Offered every third term in rotation with ENG 307 and ENG 310.) Credit: 4

### ENG 309 Medieval and Renaissance Literature

Medieval and Renaissance Literature: This course will evaluate significant works of Medieval and Renaissance English literature and their development of genres and themes such as epic adventures, romance, chivalry, law and order, religion, revolution, and national identity. Authors and their works will be examined in their literary and cultural contexts; their continued relevance will also be explored. Emphasis on authors, genres, or themes may vary. Prerequisite: QEN 101. (Offered every odd spring term.) Credit: 4

### ENG 310 Writing of Fiction

Writing of Fiction: An intensive study of the writing of short fiction, focusing on a command of point of view, plot and the use of selective detail to evoke both character and setting. Students will be expected to write approximately 30 pages of completed work, with extensive revision over the course of the term. Prerequisite: ENG 206. (Offered every third term in rotation with ENG 307 and ENG 308.) Credit: 4

### ENG 311 Seminar in Creative Writing

Seminar in Creative Writing: A close examination of issues of craft and genre in creative writing, in which students will study contemporary and canonical works to better understand their formal and technical elements. Topics for the seminar will vary from year to year and may focus intensively on a single genre or cross genres. This course may be repeated once for credit with a different topic. Prerequisite: ENG 206. (Offered every fall term.) Credit: 4

### ENG 313 Shakespeare Studies

Shakespeare Studies: Exploration of Shakespeare's body of works and their treatment of prevalent themes such as love, death, power, justice, and identity. The course considers such themes across genres—the genres of poetry and drama, as well as comedy, tragedy, history, and romance. This investigation of one of the most influential authors of all time will assess his works in their literary and cultural contexts, and in doing so, will also evaluate their literary and cultural impact. Prerequisite: QEN 101. (Offered every odd fall term.) Credit: 4

### ENG 318 Topics in Advanced Rhetoric

Topics in Advanced Rhetoric: An open topics writing course, ENG 318 offers students the opportunity to study issues of academic, political, social, or cultural significance through the analysis of rhetoric in a particular context. This course may include a discussion of particular genres. In this course, students will interpret and analyze rhetorical strategies employed in visual, print, and digital texts. Students may repeat this course for up to 8 credit hours under different subtitles. Prerequisites: QEN 101 and ENG 204. (Offered every spring term.) Credit: 4

### ENG 319 Literary Publishing/Editing Signet

Literary Publishing/Editing: Signet: This course combines the study of contemporary literary publishing and the practical skills of magazine production in literary creative arts. Students will analyze the literary magazine using as their texts noteworthy print and digital journals. Students will also product Signet, Queens' literary magazine, and be exposed to all levels of the editorial process, with special attention given to soliciting and reviewing submissions of poetry, fiction, creative essays, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. All potential Signet editors must first take ENG 319; English majors are strongly encouraged to take



this course. This course includes a publishing lab that may be taken independently for 1 hr credit. Prerequisite: second semester sophomore standing. (Offered every spring.) Credit: 4

### ENG 319 L Literary Publishing Lab: Signet

Literary Publishing Lab: Signet: This publishing laboratory gives practical experience in the editorial process which special attention given to soliciting and reviewing submissions of poetry, fiction, creative essay, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. This course may be repeated for a maximum of 4 hrs. (Offered every spring term.) Credit: 1

### ENG 325 Studies in Literary Genres

Studies in Literary Genres: Each literary genre—the novel, the poem, the short story, the essay, and drama—has its own distinct techniques and historical development. This course will focus on an intensive study of a single genre. Topics will change regularly, and the course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every even spring term.) Credit: 4

### ENG 326 Studies in Literary Movements

Studies in Literary Movements: From the British Romantics to the American Transcendentalists, from the Lost Generation to the Harlem Renaissance, writers and artists throughout literary history have often consciously identified themselves as parts of movements, pushing their forms and their culture in new directions. This course will focus on specific movements at specific moments in literary history. We will examine the forces that drove these artists together, their common affinities and interests, and sometimes the forces that tore them apart. Topics will change regularly, and the course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered as needed.) Credit: 4

### ENG 327 The Nineteenth-Century Novel

The Nineteenth-Century Novel: At the start of the nineteenth century, the novel as a genre was a new and often derided form of literature. By the end of the century, however, it had transformed into arguably the most enduring and influential aesthetic form of the modern era. Yet just what is “the nineteenth century novel,” and why did it attract readers ranging from the working classes to Queen Victoria herself? What cultural and political factors drove its emergence as a genre, and how did the novel shape modern understandings of social issues ranging from marriage, childhood, race, and gender to labor, urban life, empire, and medicine? Through a survey of key authors including Jane Austen, the Brontës, Charles Dickens, George Eliot, Elizabeth Gaskell, Thomas Hardy, and Virginia Woolf—among others—this course introduces students to the wide array of novelistic forms invented by nineteenth century writers, and to the work of these writers to build the novel into a powerful agent of social and political change. Prereq: QEN 101. Credit: 4.0. (Offered every even fall.)

### ENG 329 Modernism

Modernism: “Make it new,” Ezra Pound said at the beginning of the 20th century, as writers and artists around the world struggled to come to grips with vast cultural and historical changes. In this course, we’ll study how Modernist writers reinvented literary forms and techniques and searched for new values to sustain them in a rapidly changing world. Prerequisite: QEN 101. (Offered every odd spring term.) Credit: 4

### ENG 332 African American Literature

African American Literature: Critical examination of work by African American authors and of movements within the African American literary tradition, which has developed both within and outside the dominant American culture. Topics may include the slave-narrative tradition, the Harlem Renaissance, Black protest novels, literary explorations of the African Diaspora, African American literary theory and the development of the African American literary identity. Prerequisite: QEN 101. (Offered as needed.) Credit: 4

### ENG 334 Jewish Literature

Jewish Literature: This course will explore many traditions and themes of Jewish literature, both in Europe and America. We’ll examine

shifting definitions of Jewish identity, the experience of anti-semitism and The Holocaust, and struggles over assimilation in American life. Prerequisite: QEN 101. (Offered as needed.) Credit: 4

### ENG 335 Topics: Gender & Sexuality Studies

Topics in Gender and Sexuality Studies: This course will serve as a general introduction to the gendering and/or queering of literature, often focusing on individual writers or groups of writers. Topics may examine major theoretical approaches and debates in the study of gender and sexuality. Topics with a theoretical focus will give particular attention to the intersection of culture, representation, and identity, with a focus on the social and political contests in which writers work. The course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered as needed.) Credit: 4

### ENG 336 Disability Literature

Not Your Inspiration Porn: Disability Literature: This course will provide an introduction to literature from disabled writers as well as to disability scholars’ and activists’ critiques of representations of disability in other literature and media. We will read literary works by a diverse set of disabled writers working within a variety of genres and contexts, and we will examine depictions of disability by abled writers. This class will also provide an introduction to some basic disability studies concepts to help you develop a disability lens through which to engage with literature and other media. Prereq: QEN 101. Credit: 4.

### ENG 340 Topics in Literature and History

Topics in Literature and History: In a study of the reciprocal influences of culture and history, this course will examine the literary and cultural productions associated with specific historical events and moments, such as the Civil War, the Great Migration, the Cold War, and the upheavals of the 1960s. This course may be repeated once for credit with a different topic. Prerequisite: none. (Offered as needed.) Credit: 4

### ENG 350 Global Women’s Writing

Global Women’s Writing: Literature, Politics, & the British Empire: This course examines the role of women in the literary and political landscapes of Britain and its colonies in the nineteenth century. We will explore the wide range of genres—including memoirs, novels, poems, diaries, domestic manuals, and journalism—produced by both British authors and by women from across the British Empire. By attending to this diverse network of voices and genres, we will enrich our understanding of the ways in which women’s literary contributions shaped geo-political conversations on issues ranging from empire, race, science, technology, and medicine. In doing so, we will also interrogate our received beliefs about what constitutes “nineteenth-century literature,” and complicate our Western-centric narratives of literary history. Prereq: QEN 101. Credit: 4. (Offered every even spring.)

### ENG 351 Topics in Popular Culture

Topics in Popular Culture: This course will examine different kinds of cultural artifacts, from traditional literary forms to film, music, television shows, comic books, and other forms of popular culture. In studying cultural artifacts, we’ll examine different ways of representing gender, race, ethnicity, sexual orientation and national identity as we try to understand how individuals are affected by the cultural forms they experience, create and consume. The course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every odd spring term.) Credit: 4

### ENG 360 History of Rhetoric

History of Rhetoric: Rhetoric is as ubiquitous to us as air. It is everywhere. This course introduces students to the history of rhetoric, the key terms of the discipline, and the frameworks by which we use it to engage and analyze texts, events, communication, and any phenomenon. Part of this study includes considering the origins, development, and contradicting views of rhetoric and how it informs our realities. The purpose of this course is for students to have a strong working knowledge of the history of rhetoric, a lexicon of terms, understanding of rhetorical concepts and theories, and the ability to rhetorically engage texts. We will cover thousands of years of thoughts



– from Aristotle to Burke – to see how our contemporary world is framed and reframed by rhetoric. Prerequisite: ENG 204 or permission of the instructor. (Offered every spring term) Credit: 4

### ENG 361 Rhetoric from the Margins

Rhetoric from the Margins: Political speeches, journalism, graffiti, novels—whose voices do we hear most often? We live in a culture where the right to speak is woven into our identity through the first amendment, but who has access to speech, given the institutions and structures of our culture? This course will take an historical look at rhetoric to consider what voices we have heard most often and why. From ancient Greece to the early days of the US to more contemporary moments, what barriers to speech and visibility have persisted? How has gender, ability, race, or class affected who can speak and whose voices have been heard? From Aspasia and Wollstonecraft to Anzaldua and hooks, in this course, we will read a wide variety of rhetorical texts from both historical perspectives and more contemporary settings to engage questions of marginality. Prerequisite: ENG 204 or permission of the instructor. (Offered every odd fall term) Credit: 4

### ENG 362 Rhetoric of Public Memory

Rhetoric of Public Memory: Memory is a central part of classical rhetoric. Rhetoricians for centuries have considered how memory functions rhetorically and how memory contributes to persuasion. Every culture has means of creating and maintaining collective memory. How does that memory get constructed? Where is that memory visible in public places? In this course, we will concern ourselves not with individual memory, but with the construction of public memory in the context of the United States. In this work, we will focus specifically and intentionally on the rhetoric of public memory, including how language, space, material objects, and even performance is used to construct and argue for specific ways to remember various events, moments, groups, and individuals in this culture. Prerequisite: ENG 204 or permission of the instructor. (Offered every even spring term) Credit: 4

### ENG 363 Material Rhetoric

Material Rhetoric: Discussions about rhetoric often focus on language. Beyond the bounds of language, however, we also encounter rhetoric in material ways, as we move through space and encounter material objects. This course will consider the myriad ways materiality creates rhetorical effects, including historical and contemporary examples. Prerequisite: ENG 204 or permission of the instructor. (Offered every even fall term) Credit: 4

### ENG 364 Visual Rhetoric

Visual Rhetoric: Why do we care about the visual so much? How do images function to persuade us or inform us? We live in a culture where we are surrounded by images, all affecting our communication and persuasion, whether in social media, news media, art, or various other spaces. In this course, we will study the role of images in public discourse, to see how images function rhetorically both independent of and in relationship with linguistic texts. Students will analyze and interpret various examples of visual rhetoric, from photographs and street art, to graphic novels and infographics and will also produce texts that incorporate images. We will spend a semester together testing the old cliché that “pictures speak louder than words.” Prerequisite: ENG 204 or permission of the instructor. (Offered every odd spring term) Credit: 4

### ENG 365 Rhetoric: Social Movements & Change

Rhetoric of Social Movements and Change: Can rhetoric change the world? Maybe it's the only thing that can. This course is designed to examine the rhetorical actions of groups and individuals in recent history who seek (or have sought) to enact social change. In considering how various groups use rhetoric, our study will examine issues of power, organization, audience, and aim. We will consider how rhetoric is used to constitute movements, attract participants, legitimize concerns, propose actions, and sustain movements. People from all walks of life seek to change the world, so our examples will be varied, from the Civil Rights Movement to the Alt-Right, from Women's Rights and LGBTQ Rights, in addition to others. In our study of verbal

and non-verbal strategies, we will examine various rhetorical techniques, performances, and genres, from songs, speeches, and social media to pictures, paintings, and protests. Prerequisite: ENG 204 or permission of the instructor. (Offered every odd fall term) Credit: 4

### ENG 366 Writing Nature

Writing Nature: The natural world surrounds us, but where do we belong in it? In this class, we'll explore our places and roles in nature, through readings and our own writings. We'll write sketches, keep a visual/written journal about our time in nature, and compose several longer pieces, including one that combines the visual and verbal. Our readings will draw from two wells: nature writings in several traditions—Asian, western European, and American; as well as biological and ecological writings. As a class, we'll take a field trip to a natural sight, to supplement our own individual engagements with nature. To help us in our writing, we'll have workshop discussions of your works-in-progress. Prereq: ENG 204 or permission of the instructor. (Offered every even spring term) Credit: 4

### ENG 367 Promotional Writing

Promotional Writing: Consider a cause or nonprofit organization that you believe in. Now, how can you help promote that nonprofit or cause? This class will show you. Through writing, you'll learn the best ways to increase the visibility of your organization. You'll practice telling the stories of the organizations and the stories of their clients, the people they help. You'll also fashion a voice for the group, over time, across a range of media. A consistent voice is crucial to the cause. While social media is also vital, you'll look at how to choose the right platforms and how to concentrate on the quality, not the quantity, of posts choosing the best uses of social media. To help you in promoting your cause/organization, you'll participate in workshop discussions of your works-in-progress. Prerequisite: ENG 204 or permission of the instructor. (Offered every even fall term) Credit: 4

### ENG 368 Rhetoric and Ethics

Rhetoric and Ethics: The purpose of this course is to consider ethical systems and how they interact with ethos and representation. Drawing from classical thinkers, such as Aristotle and Cicero, and moving into the contemporary world, we will engage the ways that Western ethical systems converge and conflict with non-Western ethical systems. We will pay particular attention to how various texts and meta-narratives operate to both reflect and refute these ethical systems that have come to frame the way we “see” the world. How does the Western Rhetorical canon influence our personal ethical stances, and should we challenge those innate ways of being? Using contemporary applications from contemporary culture, we will apply these theories to negotiation real world applications and representations. Prerequisite: ENG 204 or permission of the instructor. (Offered every odd spring term) Credit: 4

### ENG 398 Topics International Preparation

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ENG 399. The total number of hours for ENG 398 and ENG 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 cumulative GPA. Credit: 1-4

### ENG 399 International Experience

International Experience: The international experience component of ENG 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ENG 398 and ENG 399 cannot exceed four total hours. Prerequisite: completion of ENG 398 with a grade of C- or better (an average of 70). Credit: 1-4

### ENG 444 Capstone Workshop in Poetry

Capstone Workshop in Poetry: This course allows students the opportunity to strengthen their skills in the writing of poetry and to develop materials for the Senior Portfolio. Part of the course will be

devoted to individual work on the portfolio with the student's faculty advisor. Prerequisite: ENG 307, ENG 308 or ENG 310. (Offered every spring term.) Credit: 4

#### **ENG 447 Capstone Workshop in Prose**

Capstone Workshop in Prose: This course allows students the opportunity to strengthen their skills in writing of fiction or creative nonfiction and to develop material for the Senior Portfolio. Part of the course will be devoted to individual work on the portfolio with the student's faculty advisor. Prerequisite: ENG 307, 308 or ENG 310. (Offered every fall semester.) Credit: 4

#### **ENG 450 Professional Writing Capstone**

Professional Writing Capstone: The capstone focuses on the completion of a digital portfolio of writing samples, including sustained and reflective writing. The process of developing and shaping the portfolio will include collaboration, workshops, and presentations. The capstone is designed to help students develop materials for applications for jobs or graduate school and to move directly into the next stages in their careers as writers, graduate students, or professional writers. Prerequisites: ENG 204, ENG 206 ENG 309 and two-other 300 level courses. (Offered every spring term.) Credit: 4

#### **ENG 455 Independent Study in Literature**

Independent Study in Literature: Independent study of a topic in drama, fiction, creative nonfiction, poetry and/or literary or cultural theory with a focus also on research techniques. Prerequisites: junior or senior student in the Major, minimum 3.000 grade point average in English, completion of at least eight hours of upper-level English courses and permission of the department. (Offered as needed.) Credit: 1-4

#### **ENG 460 Critical Writing Seminar**

Critical Writing Seminar: As the capstone course for Literature majors, this course will examine different styles of critical writing. Students will write scholarly essays based in research and the application of literary theory and will experiment with critical forms that incorporate elements of creative nonfiction. Each student will produce a capstone paper that will be accompanied by a public presentation and will submit a portfolio of critical writing. Prerequisite: all other core courses for the Literature major and at least two 300-level courses. (Offered every fall term.) Credit: 4

#### **ENGLISH—MASTERS OF FINE ARTS**

##### **ENG 501 Fiction Residency Seminars**

Fiction Residency Seminars: A close examination of issues of craft and genre in the writing of fiction, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. The content of this course is offered as a part of the residency experience. Topics of the seminar vary. This course is repeatable. (Offered in the Spring and Summer terms.) Credit: 0

##### **ENG 502 Fiction Workshop**

Fiction Workshop: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is a part of a small groups and is revision-based. ENG 502/504/506 are repeatable for up to a total of 24 hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

##### **ENG 504 Fiction Workshop**

Fiction Workshop: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is a part of a small group and is revision-based. ENG 502/504/506 are repeatable for a total of 24 credit hours, or by permission of the program administration. (Offered in the fall term.) Credit: 3

##### **ENG 506 Fiction Workshop**

Fiction Workshop: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail,

scenic development, point of view, and other elements of fiction. All instruction and discussion is a part of a small group and is revision-based. ENG 502/504/506 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

##### **ENG 511 Poetry Residency Seminars**

Poetry Residency Seminars: A close examination of issues of craft and genre in the writing of poetry, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. The content of this course is offered as a part of the residency experience. Topics of the seminar vary. This course is repeatable. (Offered in the Spring and Summer terms.) Credit: 0

##### **ENG 512 Poetry Workshop**

Poetry Workshop: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is a part of a small group and is revision-based. ENG 512/514/516 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

##### **ENG 514 Poetry Workshop**

Poetry Workshop: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is a part of a small group and is revision-based. ENG 512/514/516 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the fall term.) Credit: 4

##### **ENG 516 Poetry Workshop**

Poetry Workshop: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is a part of a small group and is revision based. ENG 512/514/516 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

##### **ENG 521 Nonfiction Residency Seminars**

Nonfiction Residency Seminars: A close examination of issues of craft and genre in the writing of creative nonfiction, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. The content of this course is offered as a part of the residency experience. Topics of the seminar vary. This course is repeatable. (Offered in the Spring and Summer terms.) Credit: 0

##### **ENG 522 Creative Nonfiction Workshop**

Creative Nonfiction Workshop: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is a part of a small group and is revision based. ENG 522/524/526 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

##### **ENG 524 Creative Nonfiction Workshop**

Creative Nonfiction Workshop: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is a part of a small group and is revision-based. ENG 522/524/526 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the fall term.) Credit: 4

##### **ENG 526 Creative Nonfiction Workshop**

Creative Nonfiction Workshop: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is a part of a small group and is revision-based. ENG 522/524/526 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

**ENG 531 Stage & Screen Residency Seminars**

Stage & Screen Residency Seminars: A close examination of issues of craft and genre in the writing of stage- and screenplays, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. The content of this course is offered as a part of the residency experience. Topics of the seminar vary. This course is repeatable. (Offered in the Spring and Summer terms.) Credit: 0

**ENG 532 Dramatic Writing Workshop**

Dramatic Writing Workshop: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is a part of a small group and is revision-based. ENG 632/534/536 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

**ENG 534 Dramatic Writing Workshop**

Dramatic Writing Workshop: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is a part of a small group and is revision-based. ENG 532/534/536 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the fall term.) Credit: 4

**ENG 536 Dramatic Writing Workshop**

Dramatic Writing Workshop: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is a part of a small group and is revision-based. ENG 532/534/536 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

**ENG 542 Fiction Tutorial**

Fiction Tutorial: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is one-on-one between instructor and students and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. Graded: Pass/Fail. (Offered in the summer term.) Credit: 2

**ENG 544 Fiction Tutorial**

Fiction Tutorial: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is one-on-one between instructor and students and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. Graded: Pass/Fail. (Offered in the fall, spring and summer terms.) Credit: 4

**ENG 546 Fiction Tutorial**

Fiction Tutorial: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is one-on-one between instructor and students and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. Graded: Pass/Fail. (Offered in the spring term.) Credit: 6

**ENG 552 Poetry Tutorial**

Poetry Tutorial: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

**ENG 554 Poetry Tutorial**

Poetry Tutorial: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the fall, spring and summer terms.) Credit: 4

**ENG 556 Poetry Tutorial**

Poetry Tutorial: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

**ENG 562 Creative Nonfiction Tutorial**

Creative Nonfiction Tutorial: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

**ENG 564 Creative Nonfiction Tutorial**

Creative Nonfiction Tutorial: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the fall, spring and summer terms.) Credit: 4

**ENG 566 Creative Nonfiction Tutorial**

Creative Nonfiction Tutorial: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

**ENG 572 Dramatic Writing Tutorial**

Dramatic Writing Tutorial: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the summer term.) Credit: 2

**ENG 574 Dramatic Writing Tutorial**

Dramatic Writing Tutorial: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the fall, spring and summer terms.) Credit: 4

**ENG 576 Dramatic Writing Tutorial**

Dramatic Writing Tutorial: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. (Offered in the spring term.) Credit: 6

**ENG 581 Guided Reading in Creative Writing**

This course provides an opportunity for an individually designed

program of directed readings that are directly applicable to the student's own writing. This course is repeatable for up to 8 credit hours or by approval of the program administration. (Offered in the summer term.) Credit: 1

#### **ENG 584 Guided Reading in Creative Writing**

Guided Reading in Creative Writing: This course provides an opportunity for an individually designed program of directed readings that are directly applicable to the student's own writing. This course is repeatable for up to 12 credit hours or by approval of the program administration. Graded: Pass/Fail. (Offered in the fall and spring terms.) Credit: 3

#### **ENG 650 Cross-Genre Residency Seminar**

Cross-Genre Residency Seminar: A cross-genre examination of issues of craft in creative writing, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. The content of this course is offered as a part of the residency experience. This course is repeatable. (Offered in the spring and summer terms.) Credit: 0

#### **ENG 651 Special Topics**

Special Topics: A cross-genre examination of issues of craft in creative writing, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for up to 9 credit hours or by permission of the program administration. (Offered in the spring and summer terms.) Credit: 1

#### **ENG 652 Fiction Craft Seminar**

Fiction Craft Seminar: A close examination of issues of craft and genre in the writing of fiction, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics of the seminar vary. This course is repeatable for 10 credit hours or by permission of program administration. Graded: Pass/Fail. (Offered in the fall and spring terms.) Credit: 1

#### **ENG 653 Poetry Craft Seminar**

Poetry Craft Seminar: A close examination of issues of craft in the composition of poetry, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for 10 credit hours or by permission of the program administration. (Offered in the fall and spring terms.) Credit: 1

#### **ENG 654 Creative Nonfiction Craft Seminar**

Creative Nonfiction Craft Seminar: A close examination of issues of craft and genre in the writing of nonfiction, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for 10 credit hours or by permission of the program administration. (Offered in the fall and spring terms.) Credit: 1

#### **ENG 655 Dramatic Writing Craft Seminar**

Dramatic Writing Craft Seminar: A close examination of craft and genre in the writing of screen- and stage-plays, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for 10 credit hours or by permission of the program administration. (Offered in the fall and spring terms.) Credit: 1

#### **ENG 656 Gateway I: Reading as a Writer**

Gateway I: Reading as a Writer: A series of four seminars in all offered genres designed to train students to read and analyze creative work as professional creative writers do. Part of the Gateway series of seminars aimed at the professional development of creative writers. (Offered in the spring term.) Credit: 4

#### **ENG 657 Gateway II: Literary Reviewing**

Gateway II: Literary Reviewing: A series of four seminars in all offered genres designed to train students in the writing of professional-level literary reviews or treatments of screenplays. Part of the Gateway series of seminars aimed at the professional development of creative

writers. (Offered in the fall term.) Credit: 4

#### **ENG 658 Gateway III: Shaping a Book**

Gateway III: Shaping a Book: A series of four seminars in all offered genres designed to introduce students to the structural considerations of a book-length work or complete stage- or screenplay. Part of the Gateway series of seminars aimed at the professional development of creative writers. (Offered in the spring term.) Credit: 4

#### **ENG 659 Gateway IV: Teaching Creative Wrtg**

Gateway IV: Teaching Creative Writing: A series of four seminars in all offered genres designed to train students in the teaching of creative writing. Part of the Gateway series of seminars aimed at the professional development of creative writers. (Offered in the fall term.) Credit: 4

#### **ENG 660 Gateway Residency Seminars**

Gateway Residency Seminars: A series of four seminars in all offered genres designed to train students to read and analyze creative work as professional creative writers do. Part of the Gateway series of seminars aimed at the professional development of creative writers, and to train students in the writing of professional-level literary reviews or treatments of screenplays. The content of this course is offered as a part of the residency experience. (Offered in the spring term.) Credit: 0

#### **ENG 661 Gateway III-IV Residency Seminar**

Gateway III-IV Residency Seminar: A series of four seminars in all offered genres designed to introduce students to the structural

#### **ENG 671 Creative Thesis**

Creative Thesis: Independent development, in consultation with a faculty advisor, of a book-length work of poetry, creative nonfiction, fiction or a screen- or stage-play. (Reserved for special circumstances, this course requires the permission of program.) Credit: 1

#### **ENG 673 Creative Thesis**

Creative Thesis: Independent development, in consultation with a faculty advisor, of a book-length work of poetry, creative nonfiction, fiction or a screen- or stage-play. This course is repeatable for up to 9 credit hours. (Offered in the fall, spring and summer terms.) Credit: 3

#### **ENG 681 Creative Writing Capstone Project**

Creative Writing Capstone Project: Independent development of a general audience or scholarly essay and presentation on an element of the craft or profession of creative writing. Repeatable for up to 2 credit hours or by permission of the program administration. (Offered in the fall, spring and summer terms.) Credit: 1

#### **ENG 682 Graduating Requirements**

Graduating students attend a final graduating residency where they give a public reading from their thesis, give and attend craft presentations for their fellow students, and attend a special series of seminars designed to orient candidates to life after the MFA. (Offered in the spring and summer terms.) Credit: 1

#### **ENG 690 Latin American Cultural Seminar**

Latin American Cultural Seminar: A series of seminars designed to address a specific topic of Latin American culture, related to the residency city. This course is required for all students attending the MFA residency in Latin America. (Offered every summer.) Graded: Pass/fail. Credit: 0

#### **ENG 701 Book Development I**

Book Development I: The first part of a non-degree program where participants spend 26 weeks working on a draft of a single book-length manuscript with a professional editor from a major publishing house. Credit from the Book Development program may be applied toward the MFA degree, should program participants choose to enroll. (Offered every fall, spring, and summer terms.) Pass/Fail. Credit: 8

#### **ENG 702 Book Development II**

The second part of the non-degree Book Development program. (Offered every fall, spring, and summer terms.) Pass/Fail Credit: 4



**ENVIRONMENTAL SCIENCE/STUDIES****ENV 140 Environmental Science and Society**

Environmental Science and Society: This course is a broad introduction to the study of selected environmental issues confronting modern society. Scientific principles are considered for a basic understanding of environmental problems, and some attention is given to the role of science and technology in the development of possible solution. Lab fee applies. Credit: 4

**ENV 210 Geology**

Geology: This course covers Earth properties and the dynamics of geologic systems to provide a basic understanding of the resources, environments, and evolution of our planet. The course considers Earth materials, interior structure of the planet, Earth surface processes, landform development, environmental geology, and physical evolution of the Earth. Specific topics include minerals and rocks, plate tectonics, ocean basins, continent, river and groundwater systems, glaciers, volcanism and earthquakes. Laboratory or field work. This course requires two weekend field trips. Lab fee applies. (Offered every spring term.) Credit: 4

**ENV 211 Integrated Earth Systems**

Integrated Earth Systems: This course utilizes a multidisciplinary approach incorporating principles of agronomy, ecology, geology, biology, chemistry and physics to investigate how the Earth operates as in interconnected and integrated system. This course explores earth materials, earth surface processes, environmental geology and global change on all time scales. Specific topics include natural resource (i.e. soil, mineral, aquatic, food) formation and utilization, biogeochemical cycles and human impact on earth systems. Case studies and lab activities will explore environmental degradation, loss of biodiversity and resource sustainability. This course requires significant field and lab work. Credit: 4

**ENV 225 Data Analysis for Natural Sciences**

Data Analysis for Natural Sciences: An introduction to the statistical concepts necessary for analyzing data generated through research in the natural sciences. This course will introduce the student to data description, the basics of probability, and hypothesis tests using examples from environmental science, biology, biochemistry, medicine. Access to Microsoft Excel is required. Prerequisites: ENV 140 or BIO 202 or CHM 111 or permission of instructor. Credit: 4

**ENV 250 Topics in Environmental Science**

Topics in Environmental Science: This course provides an opportunity for students and faculty to pursue a subject that is not offered on a regular basis in the curriculum. May be repeated for a total of 8 credit hours under different subtitles. Lecture and laboratory hours may vary. Lab fee may apply. Credit: 4

**ENV 300 Investigations in Sustainability**

Investigations in Sustainability: This course introduces students to critically reading and researching scientific literature, as well as scientific research proposal writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Prerequisite: ENV 140 or permission of instructor. Credit: 4

**ENV 310 Physical Geography**

Physical Geography: The simple ingredients of water, soil, rocks, and gravity combine to produce wonderfully complex landscapes on earth. In order to learn how the earth works, this course examines how earth's physical processes (r.g., hydrology, geology, geomorphology, climatology) create and modify those landscapes. The design and execution of field research techniques in physical geography (field notes, sketching, soil and water sampling, and mapping) will be emphasized through team and individual research project. Briefly considered is how landscapes affect other natural phenomena such as vegetation and wildlife. Lab fee applies. Prerequisite: ENV 140 or permission of instructor. Credit: 4

**ENV 320 Geographic Information Systems**

Geographic Information Systems: Geographic Information Systems (GIS) is a powerful computer tool used not only for making maps, but also for managing and analyzing information shown on the map. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. Prerequisite: ENV 220 or permission of instructor. Credit: 4

**ENV 325 Environmental Philosophy**

Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environment justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate position on these issues. Credit: 4

**ENV 340 Sustainability and Society**

Sustainability and Society: This course examines the interplay of scientific knowledge and society's values in the context of environmental issues. Specific topics may include natural ecosystems, human population, energy, transportation, and/or pollution. Students will apply their learning in at least one curricularly integrated community engagement experience. Prerequisite: QLC 160 or QLC 260. Credit: 4

**ENV 391 Environmental Science Lab Assistant**

Environmental Science Lab Assistant: Practical experience as a laboratory assistant in the department. Repeatable for a total of 2 hrs. Prerequisite: 8 hours of environmental science with a grade of B or better and permission. Credit: 1

**ENV 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ENV 399. The total number of hours for ENV 398 and ENV 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**ENV 399 International Experience**

International Experience: The international experience component of ENV 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ENV 398 and ENV 399 cannot exceed four hours total. Prerequisite: completion of ENV 398 with a grade of C- or better (an average of 70). Credit: 1-4

**ENV 420 Advanced Geographic Info Systems**

Advanced Geographic Information Systems: This course covers advanced techniques for the manipulation and analysis of geospatial data, and focuses on automated approaches to geographic feature overlay, feature selection and analysis, topology processing, raster processing, and data conversion. Prerequisite: ENV 320 or permission of instructor. Credit: 4

**ENV 430 Environmental Impact Assessment**

Environmental Impact Assessment: This course will review the roles of governmental agencies, scientists, consultants and the general public in the development and analysis of Environmental Site Assessments (ESAs). Students will build on prior knowledge as they conduct site reviews consistent with local and federal guidelines for phase I and II environmental site assessments. The techniques covered are typically used by private consulting firms and government agencies to protect and manage environmental resources. This inter-disciplinary course will involve group assignments and frequent field work. Prerequisites: 8 hours of courses in Environmental Science, Chemistry or Biology. Credit: 4

**ENV 440 Environmental Sustainability**

Environmental Sustainability: Sustainability has been defined as the ability to meet present needs without compromising the ability of future



generations to meet their needs. In this course, students will use previous educational experience as a foundation for exploring the principles and applications of sustainability theory and will investigate the costs and benefits of trying to achieve sustainability. Sustainability theory and practices will be explored in the context of energy use, food production, water use, mineral resource use, and urban development. This course emphasizes environmental sustainability, with recognition that it is inextricably linked to economic and social sustainability. Prerequisite: ENV 140 and ENV 245. Credit: 4

#### **ENV 490 Environmental Science Research**

Environmental Science Research: Opportunity for directed and individual investigation in environmental science resulting in a formal report, thesis or manuscript. A research proposal with a proposed budget must be submitted and approved by the department in the prior semester. May be repeated for credit for projects lasting more than one semester. Prerequisite: CHM 300 or ENV 300 or BIO 300 and Junior standing or permission of the instructor. Credit: 2-4

#### **ENV 495 Sustainability Capstone Seminar**

Sustainability Capstone Seminar: This course will focus on the application of critical thinking, quantitative reasoning and research skills developed in previous courses. Students will create and present a final project based on previous in-course or directed research projects as a culminating experience in the major. Prerequisite: Junior standing and 20 credit hours in chemistry, biology or environmental science, or permission of instructor. Credit: 2

### **FINANCE**

#### **FIN 360 Corporate Finance**

Corporate Finance: This course introduces the basic concepts, principles and analytical techniques of corporate financial management. Topics include financial statement analysis, time value of money, valuation of stocks and bonds, the relationship between risk and return, cost of capital, capital budgeting, and long-term financing decisions. Emphasis is placed on understanding how financial decisions affect from value in a risk-return framework. Prerequisites: ACC 208, ECO 203, ECO 204, and MAT 111. (Offered fall, spring and summer terms.) Credit: 3

#### **FIN 370 Investment Analysis**

Investment Analysis: This course relates the economic and investment environment to security investment decisions. It includes an introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors and an elementary treatment of portfolio theory and the capital asset pricing model. Prerequisite: FIN 360. (Offered every fall and spring term.) Credit: 3

#### **FIN 376 Financial Markets and Institutions**

Financial Markets and Institutions: This course describes the various financial markets and the financial institutions that serve those markets. The course will focus on the behavior of major financial institutions, including commercial banks, and their role in the intermediation process as suppliers of funds to the money and capital markets. Other topics include primary and secondary financial markets, treasury and agency securities markets, municipal securities markets, financial futures markets, and stock markets in the U.S. and worldwide. Prerequisite: FIN 360. (Offered spring term.) Credit: 3

#### **FIN 380 Fundamentals of Banking**

Fundamentals of Banking: This course provides the foundation for understanding commercial banking in the financial services industry, primarily from a financial and performance perspective. Development of baseline skills in comparative financial analysis will be emphasized. Additional focus areas include: sources of funds, liquidity and investments, credit risk and the overall regulatory environment. Prerequisite: FIN 360. (Offered as needed.) Credit: 3

#### **FIN 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in

the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in FIN 399. The total number of hours for FIN 398 and FIN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. (Offered as needed.) Credit 1-4

#### **FIN 399 International Experience**

International Experience: The international experience component of FIN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for FIN 398 and FIN 399 cannot exceed four total hours. Prerequisite: completion of FIN 398 with a grade of C- or better (an average of 70). (Offered as needed.) Credit: 1-4

#### **FIN 473 Commercial Lending Analysis**

Commercial Lending Analysis: This course introduces the qualitative and quantitative analytic tools for commercial lending. Topics include debt financing rationale, operating cycle analysis, financial statement analysis, cash flow analysis, pricing/profitability models, negotiation and industry/market analysis. Students will learn tools to assess inherent risk and how to create structure/support to mitigate risk. To demonstrate proficiency, students will analyze a commercial loan request with presentation of their analysis and structuring proposal to a panel of lending professionals. With successful completion of this course, students will be eligible to sit for the RMA Credit Skills Certificate exam. Students will also have the opportunity to network with local lending/credit/risk professionals through the risk management association. Prerequisite: FIN 360. (Offered as needed.) Credit: 3

#### **FIN 474 Intermediate Corporate Finance**

Intermediate Corporate Finance: This course provides an in-depth study of financial theory, analysis and application in selected areas. Topics include advanced valuation techniques, risk and return, cost of capital, capital structure theory and policy, dividend policy, capital budgeting, real options, mergers and acquisitions, and working capital management. Prerequisite: Grade of C or higher in FIN 360. (Offered fall term.) Credit: 3

#### **FIN 477 Security and Fixed Income Analysis**

Security and Fixed Income Analysis: This course examines the analysis of equity and fixed income securities. Equity security analysis topics include characteristics of equity markets, types of equity securities and their characteristics, fundamental analysis, and valuation of individual equity using dividend discount, free cash flow, and relative valuation techniques. Fixed income securities analysis topics include the types and characteristics of fixed-income securities, fixed income markets, yield spread analysis, analysis of credit risk and interest rate risk, fixed income valuation and return analysis, and valuing bonds with embedded options. Prerequisite: FIN 360 with a grade of C or higher and FIN 370. (Offered spring term.) Credit: 3

#### **FIN 478 International Finance**

International Finance: This course introduces students to international financial management including exchange rate determination, interest rate parity and purchasing power parity relationships, international Fisher Effect, transaction and operating exposure, hedging and speculation with derivatives, international financial markets, and international cost of capital, capital structure, and capital budgeting techniques. Prerequisite: Grade of C or higher in FIN 360. (Offered fall term.) Credit: 3

#### **FIN 479 Financial Policy**

Financial Policy: This capstone course uses a case approach to problem-solving in areas including corporate financial management, investments, portfolio management, international finance, financial institutions, and ethics. Students will write case reports, make formal presentations of findings and results, and prepare detailed financial analyses using spreadsheets. Students will frequently work together in groups on various projects and case assignments. Prerequisites: FIN 370, FIN 474. Pre or corequisites: FIN 376, FIN 477, and FIN 478. (Offered as needed.) Credit: 3

**FIN 480 Financial Derivatives**

Financial Derivatives: This course focuses on options, futures, and other financial derivatives. Topics include the various types of derivative instruments and their characteristics, options markets and option pricing models, forward markets, futures markets, swap markets, and credit derivatives. Emphasis is placed on the use of derivatives for hedging and speculative motives. Prerequisite: FIN 360 with a grade of C or higher and FIN 370. (Offered fall term.) Credit: 3

**FIN 481 Portfolio Analysis and Management**

Portfolio Analysis and Management: This course covers topics related to managing investment portfolios including developing an investment policy statement, modern portfolio management concepts, asset allocation, behavioral finance, active versus passive investment strategies, equity styles, portfolio monitoring and rebalancing, selecting securities for inclusion in investment portfolios, analyzing portfolios performance, and managing individual/family investment portfolios, managing institutional portfolios, and ethical and professional standards. Modifying portfolio risk and return attributes using options and futures will also be explored. Prerequisite: FIN 360 with a grade of C or higher and FIN 370. (Offered spring term.) Credit: 3

**FIN 483 Bank Management**

Bank Management: This course is designed to provide extended banking coverage, including organizational constructs, risk management tools, acquisitions and mergers. It will serve as the capstone course for the banking curriculum, utilizing a web-based bank simulation to focus on decision-making using available information to achieve management and shareholders' performance objectives. Prerequisite: FIN 380. (Offered as needed.) Credit: 3

**FIN 492 Topics in Finance**

Topics in Finance: This course is designed to investigate and evaluate current topics or specialized areas in finance. Course topics are announced the term preceding the offering. Prerequisite: To be determined for each specific course offered. (Offered as needed.) Credit: 3

**FIN 495 Independent Study in Finance**

Independent Study in Finance: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Prerequisite: Senior finance major with a 3.00 grade point average in the major. (Offered as needed.) Credit: 1-3

**FRENCH****FRN 101 Elementary French I**

Elementary French I: This course introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French as well as demonstrate cultural awareness. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

**FRN 102 Elementary French II**

Elementary French II: This course is a continuation of FRN 101 and focuses on the fundamental elements of the French language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and should be able to demonstrate further cultural awareness. Prerequisite: FRN 101, placement exam, or permission of instructor. (Offered every spring term.) Credit: 4

**FRN 220 Intermediate French I**

Intermediate French I: This course provides a review and expansion of the essential skills of the French language. Emphasis is on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively accurately, and creatively about the past, present, and future.

Prerequisite: FRN 102, placement exam, or permission of instructor. Course fee applies. (Offered every fall term.) Credit: 4

**FRN 230 Intermediate French II**

Intermediate French II: This course provides a review and expansion of the essential skills of the French language. Emphasis is on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. Prerequisite: FRN 102, placement exam, or permission of instructor. Course fee applies. (Offered every spring term.) Credit: 4

**FRN 305 Interactive Cultural Exploration**

Interactive Cultural Exploration: This course is optional for qualified students participating in the language immersion program offered through the Center for International Education. This independent study will consist of a series of papers done by the student in the target language. All research, investigation, and interviews needed to complete these papers must be done while the student is in the country where the study program takes place. Prerequisite: FRN 220, FRN 230, and permission of instructor. (Offered as needed.) Credit: 1-4

**FRN 310 Grammar: Solving the Puzzle**

Grammar: Solving the Puzzle: A thorough review and expansion of French grammar. This course fulfills the writing intensive course requirement. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 320 Written Expression**

Written Expression: Application of the principles of French grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 340 Vital Conversations**

Vital Conversations: Builds oral proficiency and awareness of French cultures through discussions, debates and presentations with stress on pronunciation, intonation, and correct modes of expression; writing activities support speaking. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 350 Francophone Civilizations/Cultures**

Francophone Civilizations and Cultures: This course will give students a better understanding of the diverse nature of Francophone countries and increase their knowledge of the history and civilizations associated with those countries. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 351 French Civilization and Culture**

French Civilization and Culture: This course will give students a better understanding of the history, civilization and culture of France. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 360 A Taste of Literature**

A Taste of Literature: The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped French society. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 370 Topics in French Studies**

Topics in French Studies: Course designed to address a specific topic or area of French Studies. Topic will be announced the term preceding the offering. May be repeated with different topics for a total of 12 hrs. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) Credit: 4

**FRN 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must

earn a grade of C- or better (an average of 70) in order to participate in FRN 399. The total number of hours for FRN 398 and FRN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **FRN 399 International Experience**

International Experience: The international experience component of FRN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for FRN 398 and FRN 399 cannot exceed four total hours. Prerequisite: completion of FRN 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **FRN 400 Directed Study in French**

Directed Study in French: An independent study of a topic of interest to a student, or an internship. Projects must require the use of the French language. Prerequisite: Two 300 level courses, or permission of instructor. (Offered as needed.) Credit: 1-8

#### **FRN 410 The Nuances of Grammar**

The Nuances of Grammar: Intensive grammatical review with emphasis on the more difficult concepts of French grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. This course fulfills the writing intensive course requirement. Prerequisite: Two 300 level courses, or permission of instructor. (Offered as needed.) Credit: 4

#### **FRN 420 Capstone Seminar in French**

Capstone Seminar in French: The capstone seminar is a Senior-level course for French majors in which students are required to integrate the diverse body of knowledge and skills gathered throughout the school years with the aim of producing an original research paper on culture, literature, solving a problem, or any other topic that is previously approved by the capstone director. The Capstone is completed during the fall of the student's senior year. (Offered every fall term.) Credit: 4

### **GRAPHIC DESIGN**

#### **GDN 070 Creative Awareness and Engagement**

Creative Awareness and Engagement: Through exposure to creative and professional activities, students build awareness about themselves and connect with their community. To be repeated four semesters. Graded: pass/fail. (Offered every fall and spring term.) Credit: 0

#### **GDN 100 Graphic Design Drawing**

Graphic Design Drawing: This course introduces rapid ideation and drawing, emphasizing conceptual visual problem solving and quick sketching methods to portray ideas and to produce illustrations and drawings in graphic design and advertising industries. Assignments will focus on black and white and color techniques, using contrast, values, composition and intent. No prerequisite. (Offered every fall.) Credit: 4

#### **GDN 110 Fundamentals of Graphic Design**

Fundamentals of Graphic Design: In this foundational studio, students are introduced to the discipline of design and will explore the fundamental elements and principles of 21st century graphic design. Course content will include illustration, typography, photography, layout, composition, digital literacy, and presentation techniques. Students will explore static and interactive paradigms and also learn the differences between designing for print versus designing for the screen. No prerequisite. (Offered every Fall and Spring.) Credit: 4.

#### **GDN 111 Digital Photography**

Digital Photography: This course introduces digital photographic equipment, theory and processes. Students will be instructed in camera operation, composition, computer photo manipulation and creative expression. Students will also learn the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. (Offered every Fall and Spring.) Credit: 4.

#### **GDN 211 Image Making-Illustration**

Image Making-Illustration: This intermediate course introduces students to the basics of digital image making and illustration. Students will explore bitmap and vector graphics tools. Students must earn a grade of C or higher in this course to move forward in the program. Prerequisite: GDN 110. (Offered every Fall.) Credit: 4

#### **GDN 212 Digital Typography**

Digital Typography: This intermediate course critically examines traditional and digital typography as word, symbol and form. Students will explore fundamental and experimental typographic techniques within static, animated and interactive paradigms of graphic design. Projects will range from minimal type treatments to the creation and publishing of an original typeface. Prerequisite: GDN 110. (Offered every fall term.) Credit: 4

#### **GDN 213 Motion Graphics**

Motion Graphics: This intermediate course focuses students on the time-based paradigm of graphic design. Students will explore foundational skills of motion media for communication and broadcast purposes. Projects will include the design of moving titles, images and information for broadcast on air and online. Students must earn a grade of C or higher in this course to move forward in the program. Prerequisite: GDN 212. (Offered every spring.) Credit: 4

#### **GDN 215 Editorial Design**

Editorial Design: This course focuses on design, layout and production for print and digital platforms. Students will learn how to coordinate imagery and typography with content in static, motion, and interactive environments. Prerequisite: GDN 212. (Offered every spring.) Credit: 4.

#### **GDN 310 Branding and Identity Design**

Branding and Identity Design: This course introduces students to the concept of branding as well as the creation of visual identity systems. Brand identity will be explored through multiple design applications, as well as the exploration through the manipulation of language, materials, and audience expectation and participation. Prerequisite: GDN 215. (Offered every spring.) Credit: 4.

#### **GDN 313 User Experience Design**

User Experience Design: This intermediate course focuses on how users experience and engage with interactive media in graphic design. Students will explore user-centered standards, the interactive design process, and best practices for the design and development of interactive design solutions. Prerequisite: GDN 215. (Offered every fall.) Credit: 4.

#### **GDN 314 Interactive Design**

Interactive Design: This intermediate course introduces students to the coding and scripting behind interactive experiences and virtual interfaces. Students will write code and explore the tools to design rich interactive media. Prerequisite: GDN 313. (Offered every spring.) Credit: 4.

#### **GDN 320 History of Graphic Design**

History of Graphic Design: This course follows the history of modern to contemporary commercial art and design. Students will be exposed to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication design. Prerequisite: GDN 110. (Offered every spring.) Credit: 4.

#### **GDN 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in GDN 399. The total number of hours for GDN 398 and GDN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**GDN 399 International Experience**

International Experience: The international experience component of GDN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for GDN 398 and GDN 399 can not exceed four total hours. Prerequisite: completion of GDN 398 with a grade of C- or better (an average of 70). Credit: 1-4

**GDN 404 Graphic Design Independent Study**

Graphic Design Independent Study: This course offers advanced independent work in a specialized area of graphic design for the mature, academically advanced student. May be repeated once for credit. Prerequisite: junior or senior standing and permission of the director. (Offered every Fall and Spring.) Credit: 4.

**GDN 405 Graphic Design Assistant**

Graphic Design Assistant: This course offers practical experience as a graphic design assistant. May be repeated once for credit. Prerequisite: permission of the director. (Offered every Fall and Spring.) Credit: 4.

**GDN 429 Topics in Graphic Design**

Topics in Graphic Design: This course examines a specialized topic in Graphic Design. It may examine a new method, technology or cultural trend. Prerequisite: GDN 215. This course may be repeated under a different topic for a maximum of 12.0 credits. (Offered every fall.) Credit: 4.

**GDN 430 Advanced Topics in Graphic Design**

Advanced Topics in Graphic Design: This course examines an advanced topic in Graphic Design. It may examine a new method, technology or cultural trend. This course may be repeated under a different topic for a maximum of 12.0 credits. Prerequisite: GDN 429. (Offered as needed.) Credit: 4.

**GDN 450 Senior Capstone I--Mentored Project**

Senior Capstone I- Mentored Project: This course offers students practical experience in researching, creating, and presenting an independent senior capstone project. The specific capstone topic and approach is to be developed by the student in consultation with a rotating Graphic Design faculty member teaching Capstone I and another Art & Design faculty mentor. Students must earn a grade of C or higher in this course to move forward in the program. Prerequisite: GDN 310. (Offered every fall term.) Credit: 2.

**GDN 451 Senior Capstone II--Portfolio**

Senior Capstone 2- Portfolio: In this course, students develop a portfolio of work, reflecting and refining all the skills and projects they have created in their graphic design classes at Queens. Students will create both an online platform as well as a book that showcases a personal identity and examples of work in accepted standard categories of graphic design. Prerequisite: GDN 450. (Offered every spring.) Credit: 2.

**HEALTH****HLT 101 Intro to Health Education/Promotion**

Introduction to Health Education and Promotion: This is the foundational course for Health Education and Promotion majors. Students will define health promotion and population based health. Topics introduced in this course include health literacy, health communication, health programming, patient and population centered care, and health education. No prerequisite. (Offered every fall term.) Credit: 4

**HLT 102 Introduction to Health Sciences**

Introduction to Health Sciences: This is the foundational course for Health Sciences majors. Students will define and analyze the breadth of the health sciences. Topics include identification of common skill sets for healthcare providers and educators, common sources of information for healthcare, educating patients, cultural issues as they intersect with healthcare, and advocacy as a responsibility of healthcare providers. Prerequisite: None. (Offered every term.) Credit: 4

**HLT 200 Introduction to Public Health**

Introduction to Public Health: This course examines multiple dimensions of the public health field, including how the public's health is protected. Students will study a variety of social, economic, and political pressures and how they may influence the health of populations. Students will explore current ethical public health dilemmas, gaining an awareness of potential conflicts between the rights of an individual with those of society. No prerequisite. (Offered every fall term.) Credit: 4

**HLT 201 Health Research and Informatics**

Health Research and Informatics: This course introduces students to the research process using real world scenarios members of the profession will face. Students will learn to review literature in the health field, use informatics to gather data, develop research questions, propose research methods, target populations, and communicate and educate others on research findings. Topics include research ethics, research tools, health informatics, education, evidence-based practice, and proposal design. Students in this course will learn and apply APA writing style. This course meets the university requirement for a discipline-based writing intensive course. Prerequisites: MAT 131 or comparable statistics course. (Offered fall and spring.) Credit: 4

**HLT 300 Epidemiology for Health Sciences**

Epidemiology for Health Sciences: This course provides a basic understanding of the patterns and determinants of disease in a population. Students will use an epidemiologic framework and methods to explore the role of epidemiology in preventative and clinical medicine, disease investigation, program evaluation, and public policy. Key concepts include classification of disease, incidence and prevalence, causation and outbreak investigation, life tables, and screening. No prerequisite. (Offered every spring.) Credit: 4

**HLT 301 Health Strategies and Interventions**

Health Strategies and Interventions: In this course, students learn practical skills in selecting and applying health strategies and education to individuals and populations. Strategies, education, and interventions will extend beyond healthy individuals to address prevalent diseases and disorders. Focus will be on matching strategies and interventions based upon a needs assessment and likelihood of success using an evidence-based practice with the interdisciplinary healthcare team for successful implementation. Topics include focused assessment/root cause analysis, effective and culturally responsive strategies in health promotion and education, quality assurance, and working with the interdisciplinary healthcare team for successful implementation. Pre or co-requisite: HLT 201 (Offered every spring term.) Credit: 4

**HLT 328 US Healthcare Systems**

US Healthcare System: This course encompasses a critical examination of the healthcare system in the United States, building from an introduction of local, state, national, international, public, for-profit, and not-for-profit dimensions of this complex system. Historical, sociopolitical, cultural, and economic factors and implications for consumers and healthcare professionals are explored. No prerequisite. (Offered fall and spring.) Credit: 4

**HLT 360 Independent Study**

Independent Study: Independent investigation of a topic through a program of directed readings or a research project. Requires prior approval of the supervising professor and the department chair. May be repeated for a total of 4.0 credits. (Offered as needed) Credit: 1-4

**HLT 390 Topics: Health Ed and Promotion**

Special Topics in Health Promotion: This course provides an opportunity for the study of various topics/issues in the field of health promotion not offered on a regular basis. The topics/issues and prerequisites for each section of this course may vary. Students may repeat the course but not the topic/issue. Repeatable for a total of 12 hrs. (Offered as needed.) Credit: 4

**HLT 398 Topics: International Preparation**



Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in HLT 399. The total number of hours for HLT 398 and HLT 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. (Offered as needed) Credit: 1-4

#### **HLT 399 International Experience**

International Experience: This is the international experience component of HLT 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for HLT 398 and HLT 399 cannot exceed four total hours. Prerequisite: Completion of HLT 398 with a grade of C- or better (an average of 70). (Offered as needed) Credit: 1-4

#### **HLT 401 Hlth Education/Promotion Senior Sem**

Health Education and Promotion Senior Seminar: In this course, students will reflect and synthesize prior learning and internship experiences through the development of a health promotion and education programs from concept through evaluation. The conceptual framework for this course is the National Commission for Health Education Credentialing Seven Areas of Responsibility competencies and sub-competencies. Prerequisites: HLT 301, HSS 385 and senior standing in the major. (Offered every spring term.) Credit: 4

#### **HLT 402 Senior Seminar in Health Sciences**

Senior Seminar in Health Sciences: In this course, students will reflect and synthesize prior learning and internship experiences through a variety of case studies progressing from the individual human to the healthcare system. Students will respond to the case studies based on their individual plans for the future and based on diverse roles and responsibilities of select healthcare providers. Prerequisite: Senior standing in the major. Pre or corequisite: HLT 328. (Offered every spring term.) Credit: 4

### **HONORS**

#### **HNR 110 Honors Gateway Seminar**

Honors Gateway Seminar: This course is for students who have been selected for the Honors Program. This course is designed to introduce first semester, first year students to the Honors experience at Queens. In this course, students have an opportunity to 1) meet and work with other gifted and motivated students; and 2) sharpen analytical, research, and writing skills by investigating a variety of topics, which vary from year to year. The importance of inquiry and process in critical thinking and writing skills will be emphasized. May serve as a substitute for QEN 101. (Offered every fall term.) Credit: 4

#### **HNR 120 Honors Seminar**

Honors Seminar: This course is for students who have been selected for the Honors Program. This course is designed to introduce second semester, first year students to the Honors experience at Queens. An interdisciplinary seminar examining significant ideas and methods of inquiry, the course centers on questions not directly addressed by other university courses. Specific topics vary from year to year and are announced in the term prior to being taught. Significant levels of reading and writing are required. Credit: 4.

#### **HNR 175 Honors Exploration Seminar**

Honors Exploration Seminar: Designed to engage students' intellectual curiosity and to provide a highly enhanced learning opportunity these intensive seminars often focus on a problem, event or theme that is investigated and/or deconstructed from multiple perspectives and encourages students to engage in topics that may not otherwise explore. For example, students may dive deeply into a great book, tackle a complex economic problem or explore a unique environmental phenomenon. This course is for students who have been selected for the Honors Program. Course may be repeated three times. (Offered every term) Credit: 1-4.

#### **HNR 275 Honors Exploration Seminar**

Honors Exploration Seminar: Designed to engage students' intellectual curiosity and to provide a highly enhanced learning opportunity these intensive seminars often focus on a problem, event or theme that is investigated and/or deconstructed from multiple perspectives and encourages students to engage in topics that may not otherwise explore. For example, students may dive deeply into a great book, tackle a complex economic problem or explore a unique environmental phenomenon. This course is for students who have been selected for the Honors Program. Course may be repeated three times. (Offered every term) Credit: 1-4.

#### **HNR 375 Honors Exploration Seminar**

Honors Exploration Seminar: Designed to engage students' intellectual curiosity and to provide a highly enhanced learning opportunity these intensive seminars often focus on a problem, event or theme that is investigated and/or deconstructed from multiple perspectives and encourages students to engage in topics that may not otherwise explore. For example, students may dive deeply into a great book, tackle a complex economic problem or explore a unique environmental phenomenon. This course is for students who have been selected for the Honors Program. Course may be repeated three times. (Offered every term) Credit: 1-4.

#### **HNR 400 Honors Connects**

Honors Connects: As the culminating Honors experience, this course embodies Queens' motto, "not to be served but to serve." At Queens, all academic work prepares students to be civically engaged members in their communities after graduation; Honors students in particular will emerge as leaders in their fields while exhibiting reflection, ongoing transformational learning, and leadership skills. This course supports Honors students by fostering deep reflection on the learning experience both at Queens and within the larger local and global communities. Credits: 2

### **HUMAN SERVICE STUDIES**

#### **HSS 100 Intro to Human Service Studies**

Introduction to Human Service Studies: This course introduces the historical development of the human service profession and models of service delivery. Topics include the philosophy, values, concepts, language, problems and broad scope of human services, as well as exposure to various agencies and agency policies. Prerequisite: None. (Offered every fall term) Credit: 4

#### **HSS 200 The Helping Relationship**

The Helping Relationship: Connecting with individuals in need requires interpersonal, reflective, and assessing skills. Students learn theory and apply facilitative skills to the helping relationship through both didactic and experiential methods. Prerequisite: None. (Offered every spring term.) Credit: 4

#### **HSS 220 General Case Management**

Generalist Case Management: Case Management is the "cornerstone of Human Services practice." This course will focus on helping diverse populations negotiate complicated Human Service systems in a variety of settings. Professional writing and speaking is emphasized with students learning about client assessment, consultation, education and advocacy, APA style, professional and research writing and writing for the popular press. Prerequisite: HSS 100 or permission of chair. (Offered every fall term.) Credit: 4

#### **HSS 250 Social Science Research Methods**

Social Science Research Methods: In this course, students will explore how social scientists collect and analyze data and communicate research results. Students will have several opportunities to practice skills foundational to the research process, including developing empirical questions, and critically reading scientific studies. Central topics include research ethics, sampling, survey design, and applied statistics. Prerequisites: MAT 131. (Offered every spring term.) Credit: 4

#### **HSS 300 Leading Groups and Communities**

Leading Groups and Communities: This course will concentrate on the basic issues and key concepts of leading psycho-educational groups



in human service settings and empowering communities for change. Particular attention will be paid to working with groups of various developmental stages, integration of helping orientations, cultural awareness issues, and working with groups from vulnerable populations. Prerequisite: HSS 100. (Offered every fall term.) Credit: 4

### **HSS 310 Vulnerable Populations**

Vulnerable Populations: Students increase their knowledge of client populations and programmatic and services needs in the human services field. Specific populations studied may include elderly, immigrants, domestic violence survivors, inmates, mental health clients, at-risk children, and persons living with HIV/AIDS. These populations differ based on current trends and issues in the field. Prerequisite: None. (Offered summer 2022 then every fall term beginning 2023.) Credit: 4

### **HSS 320 Play Therapy**

Play Therapy: This course provides foundational knowledge for understanding play therapeutically with children under the age of 10. Students gain understanding about the developmental need for play therapy and play therapy theory. In addition, they practice play therapy skills for use with the population. Prerequisite: HSS 100. (Offered every spring term.) Credit: 4

### **HSS 330 Parenting in Contemporary Society**

Parenting in Contemporary Society: Parenting in today's world is particularly complex. This course will provide a systemic overview of the structure and functioning of parent/child interactions. Particular attention will be paid to working with parents of various populations, and providing instruction to parent groups. Prerequisite: HSS 100. (Offered every odd year fall term.) Credit: 4

### **HSS 340 Families as Systems**

Families as Systems: This course focuses on the study of families as interdependent systems, as opposed to individual family members. Particular emphasis will be placed on assessing families as a tool to intervention, and working with families in crisis situations. Prerequisite: HSS 100. (Offered every even year fall term.) Credit: 4

### **HSS 350 Chemical Dependency**

Chemical Dependency: This course provides an introduction to the history of drug addiction and chemical dependency in our society and explores its impact on families and society. Students will explore theories related to the causes of chemical dependency, demonstrate knowledge of treatment models and examine preventative measures. Prerequisite: None. (Offered summer 2022 then every spring term beginning 2024.) Credit: 4

### **HSS 360 Independent Study**

Independent Study: Independent investigation of a topic through a program of directed readings or research project. Requires prior approval of the supervising professor and the department head. Prerequisites: HSS 100 and HSS 200. (Offered as needed.) Credit: 1-4

### **HSS 375 Administration of Non-Profits**

Administration of Nonprofits: This course will concentrate on the structure and functioning of human and social services, providing an in depth understanding of the administration of nonprofit agencies which provide direct services of advocacy for clients, including organizational development, fundraising, and staff development. The course provides students with an overview of existing resources for nonprofit social service organizations. Special emphasis will be placed on understanding the role of the director and staff as well as the roles of the organization within both the internal community as well as the external community. Prerequisite: HSS 100. (Offered every fall term.) Credit: 4

### **HSS 385 Program Evaluations and Outcomes**

Program Evaluations and Outcomes: An overview of outcome and performance measurement systems used by nonprofit agencies. Emphasis will be placed on understanding issues related to choosing which needs and outcomes are measured, how they are measured, and how needs assessment outcome information is used for program

creation, continuation, and funding. Particular attention will be paid to completing evaluations and assessments as a human and community service professional. Pre- or Co-requisites: HLT 201, HSS 250, or NUR 474. (Offered every spring term.) Credit: 4

### **HSS 390 Topics in Human Service Studies**

Topics in Human Service Studies: Investigation of a single topic or area of Human Service Studies. The topic may vary from term to term. May be taken more than once with different subtitles. May be repeated for a total of 8 hours. Prerequisite: None. (Offered as needed.) Credit: 4

### **HSS 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in HSS 399. The total number of hours for HSS 398 and HSS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. (Offered as needed) Credit: 1-4

### **HSS 399 International Experience**

International Experience: The international experience component of HSS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for HSS 398 and HSS 399 cannot exceed four total hours. Prerequisite: completion of HSS 398 with a grade of C- or better (an average of 70). (Offered as needed) Credit: 1-4

### **HSS 400 Ethical and Cultural Issues**

Ethical and Cultural Issues: Explores increasing sensitivity to ethical and cultural issues faced in the helping relationship which is paramount to supporting individuals, groups, and communities. This course will guide students in exploring the cultural continuum. Students will improve their ability to reason and dissect related ethical and cultural quandaries. Prerequisites: HSS 100, HSS 200, and HSS 220. (Offered every spring term.) Credit: 4

### **HSS 450 Senior Seminar in Human Services**

Senior Seminar in Human Services: This is the capstone course of the degree program and requires the integration of major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. Prerequisites: HSS 100, HSS 220, HSS 250 and senior standing in the program. (Offered every spring term.) Credit: 4

### **HSS 460 Advanced Research Project**

Advanced Research Project: This is a joint research project with faculty. At the end of the term, students will present the results of their work. Course may not be repeated for credit in the human service studied major, but may be repeated once as a general elective. Prerequisite: HSS 200, HSS 250, junior or senior standing in the program and permission of the instructor. (Offered as needed.) Credit: 2-4.

## **HISTORY**

### **HST 101 Global History to 1500**

Global History to 1500: This course in global history examines the interactions among human societies from prehistory to 1500. No prerequisite. (Offered every odd fall term.) Credit: 4

### **HST 102 Global History since 1500**

Global History since 1500: This course in global history examines the interactions among human societies from 1500 to the present. No prerequisite. (Offered every even spring term.) Credit: 4

### **HST 120 Colonial North America**

Colonial North America: This course will examine the rise and fall of Great Britain's North American empire from the age of exploration through the end of the trans-Atlantic slave trade. No prerequisite. (Offered every even spring term.) Credit: 4

**HST 121 The New American Nation**

The New American Nation: This course will examine the emergence of the American nation from independence through the Gilded Age. No prerequisite. (Offered every odd spring term.) Credit: 4

**HST 122 Modern America**

Modern America: This course will examine the emergence of modern America from the Progressive Era to the present. No prerequisite. (Offered every even fall term.) Credit: 4

**HST 140 Modern Europe**

Modern Europe: This course examines the European experience from the Renaissance and Reformation to the present. No prerequisite. (Offered every odd spring term.) Credit: 4

**HST 160 Latin American History**

Latin American History: This course examines the forces and events which have shaped Latin American experiences from the sixteenth century to the present. Students will also examine the historical roots of contemporary issues such as drug trafficking, migration, and alternative approaches to economic development. No prerequisite. (Offered every even fall term.) Credit: 4

**HST 180 East Asian History since 1400**

East Asian History since 1400: This course introduces the histories of China, Korea, Vietnam and Japan from the 15th century to the present. Emphasis is placed on the study of the social, political and religious interconnections that shaped East Asia prior to the 18th century and the impact Western colonialism had on the region thereafter. No prerequisite. (Offered every odd fall term.) Credit: 4

**HST 282 Race/Gender in Southern History**

Race and Gender in Southern History: In this seminar, we will explore how the interplay of gender, class, labor, and race has impacted southern history at crucial moments. Students will study an Afro-Cherokee family in the early 1800s, the prevalence of white women as enslavers in the antebellum era, labor organizing in Florida during Jim Crow, and a case of sexual assault at the dawn of the Civil Rights Movement. How have southerners' identities shaped political, economic, and social conflicts in the past? What role have race and gender played in different southerners' fights against injustice? How have these struggles shaped the present? Through reading books, class discussions, and analyzing online archives, students will explore these questions and more. No prerequisite. (Offered every other fall semester.) Credit: 4

**HST 285 Prohibition America**

Prohibition America: The 1920s is often characterized as an era of unabashed freedom, from flappers to speakeasies, the Harlem Renaissance to gangster culture. Yet, the 1920s were also marked by severe restrictions on Americans' individual rights and social and moral behavior, and by violent white supremacy. This course examines these polarizing forces by through an examination of the social and political origins of the 18th Amendment, its implications on communities across the country, and how it might inform contemporary debates over the regulation and criminalization of drugs. No prerequisite. (Offered every other fall semester.) Credit 4

**HST 286 Cowboys, Indians, and Aliens**

Cowboys, Indians, and Aliens: The American West is mythologized for rugged individualism and the "pioneering spirit." These myths gloss over the complex negotiations of power, and often tragedies, that were required in order for the United States to expand its colonial presence beyond the Trans-Mississippi West. The course focusses on US expansion in the continental west and beyond into the Pacific. Topics emphasized include competing imperialisms, Native American treaty rights, and environmental and labor history. Students will explore a range of primary and secondary source materials and hone their skills in written and oral communication. No prerequisite. (Offered every other fall semester.) Credit 4

**HST 287 Concentration Camps USA**

Concentration Camps USA: In the months following Japan's attack on

Pearl Harbor, President Roosevelt signed Executive Order 9066, giving the War Department sweeping authority to detain and exclude persons suspected of espionage. The decision led to the internment of more than 100,000 Japanese Americans for the duration of World War II. This course explores the history of Asian immigration to the United States, the social, legal, and political forces that led to the forced removal of Japanese Americans in the 1940s, and the legacies internment left in the decades following the end of the war. No prerequisite. (Offered every other fall semester.) Credit: 4

**HST 289 Seminar in American History**

Seminar in American History: This introductory seminar in U.S. history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. Repeatable for a total of 8 hrs. No prerequisite. (Offered every semester.) Credit: 4

**HST 291 Seminar in World History**

Seminar in World History: This introductory seminar in world history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. Repeatable for a total of 8 hrs. No prerequisite. (Offered every semester.) Credit: 4

**HST 293 Global Environmental History**

Global Environmental History: This course explores the relationships between humans, societies, and their environments, from the 1400s to the present. From imperialism to industrialization to the climate crisis, humans have shaped, and been shaped, by their natural environments in ways that impact the world around us today. Students learn about this history through themed weeks that will guide them through the histories of fossil fuels, ecological imperialism, environmental justice, and more. No prerequisite. (Offered every other spring semester.) Credit 4

**HST 297 Mapping Slavery**

Mapping Slavery: Students in this course will examine the individual, human drama of the slave trade in its broader transatlantic context. The seminar combines historical research with cutting-edge Geographic Information Systems (GIS) techniques to access, contextualize, and chart these stories digitally across time and space. Students will develop their own lines of inquiry as they explore records pulled from numerous historical archives and compiled in Trans-Atlantic Slave Trade Database. These data represent many thousands of voyages that brought over 12 million people from Africa to the Americas from the 15th - 19th Centuries. No prerequisite. (Offered every other spring semester.) Credit: 4

**HST 298 Bones of the Nations**

Bones of a Nation: Think about what the Statue of Liberty, the Washington Monument, and Arlington National Cemetery symbolize for the United States. Think about the lasting impact of the deaths of Lincoln, John F. Kennedy, and Martin Luther King, Jr. on our collective identity. Bones of a Nation examines the concept of nationalism through the medium of popular imagery. The course considers how national identities are created, maintained, and transformed, revealing some national skeletons along the way. Drawing on global examples, students use both primary and secondary sources to trace the origins and development of these compelling symbols of nationhood. No prerequisite. (Offered every other spring semester.) Credit 4

**HST 300 Research Methods**

Research Methods: This seminar engages students in the research techniques and writing styles used by historians, attorneys, legal researchers and others engaged in the systematic reconstruction of past events. Students will work with both primary and secondary materials, and will produce an original research project at the end of the semester. This course fulfills the writing-intensive course requirement for the history department. No prerequisite. (Offered every

spring semester.) Credit: 4

### **HST 307 Applied History Geography**

Applied Historical Geography: This course develops skills of data creation and analysis, spreadsheet dataset management, and geospatial data visualization. The course structures the student learning experience around a dynamic public research project in collaboration with community partners. In a guided workshop format, students develop Geographical Information Systems (GIS) skills using ESRI's ArcGIS Pro and other software. Over the course of the semester, students contribute to the development and georeferencing of an extensive, multilayered set of data, incorporating narrative context into interactive maps drawn from historical and contemporary records. No prerequisite. (Offered in the spring, as needed.) Credit 4

### **HST 308 Gaming the Past**

Gaming the Past: Most historians recognize the value of exploring popular conceptions of history in film and literature. This course applies the same principle to historical representations in video games--a growing industry that rivals the revenues of other media and includes millions of players worldwide. How do game designers construct historical narratives? What are some common conceptions (and misconceptions) present in these games? How different might they look if historians created them? No prerequisites. (Offered as needed.) Credit: 4

### **HST 320 American Revolution**

American Revolution: This course is designed to explore the political, social and economic development in British North America between 1760 and 1800. Students will study the events that precipitated the imperial crisis, the war itself, and the ideas and circumstances that shaped the nation-building effort following military victory. No prerequisite. (Offered every other odd fall term.) Credit: 4

### **HST 322 Inventing American Capitalism**

Inventing American Capitalism: After the American Revolution, the United States lacked a truly domestic economy and remained financially dependent on Great Britain. Yet, by the end of the nineteenth century, America had become the most productive and prosperous nation in the world. This course will explore the economic and political developments that fueled this transition and led to the invention of a uniquely American economy. No prerequisite. (Offered every other odd fall term.) Credit: 4

### **HST 324 Slavery and Empire in America**

Slavery and Empire in America: This course will explore the central role slavery and westward expansion played in the development of Southern society before the American Civil War. Emphasis is placed on Southern culture and political identity, the African American experience and nature of power and authority in the Southern social order. No prerequisite. (Offered every other even fall term.) Credit: 4

### **HST 326 Civil War America**

Civil War America: The American Civil War was one of the defining moments in American history. In this course, students will explore the road to secession, the war itself, and the political effort to reunite the Union after four years of bloody conflict. Through the examination of both secondary and primary sources, students will also examine the meaning of this important event from a national, sectional, racial, constitutional, individual, social, political and moral perspective. No prerequisite. (Offered every other even fall term.) Credit: 4

### **HST 328 Immigration & the Making of America**

Immigration and the Making of America: This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation and attitudes towards immigrants, with an emphasis on the post-Civil War period. Methodological issues in research immigrant history will also be explored. No prerequisite. (Offered spring term, as needed.) Credit: 4

### **HST 330 Urban America**

Urban America: Have you ever wondered what it would have been like

to have lived through the Harlem Renaissance or questioned what spurred the growth of suburban tracks that now surround metropolitan centers like Atlanta and Los Angeles? Urban America provides an overview of the social and political forces that drove urbanization from the colonial period through the present with an emphasis on the nineteenth through the twenty-first century. No prerequisite. (Offered spring term, as needed.) Credit: 4

### **HST 332 Civil Rights in America**

Civil Rights in America: In 1903, W.E.B. Dubois argued that "the problem of the twentieth century is the problem of the color line." In fact, the problem of racial inequality has inspired people to action since the mid-nineteenth century. This course will explore what historians have referred to as "the Long Civil Rights movement" and examines how activists in the pre-World War II era laid a foundation for post-war civil rights initiatives. Students will also explore whether there was a single civil rights movement and place civil rights initiatives in both national and international contexts. No prerequisite. (Offered spring term, as needed.) Credit: 4

### **HST 334 Cold War America**

Cold War America: In the three decades that comprise the Cold War the landscape of American politics, culture, and technology underwent dramatic change. This course will examine the Cold War Era (1945-1980) through the lenses of national and international policymaking, popular and social history, and new scientific technologies. From Atomic birthday cakes and McCarthyism to anti-colonialism and civil rights, students will examine the Cold War as an era that re-shaped the political and social fabric of the country and created questions that continue to inspire debate in American society to the present. No prerequisites. (Offered spring term, as needed.) Credit: 4

### **HST 340 French Revolution and Napoleon**

French Revolution and Napoleon: This course explores the politics and culture of the French Revolution and the Age of Napoleon, from the 1780s to 1815. It examines the relationships among revolutionary politics, war, poetry, music and visual arts. While France will be the focus of this course, the material studied will come from across Europe, from Dublin to Berlin, from Copenhagen to Rome, from Madrid to Moscow, and the Americas as well. No prerequisite. (Offered every other odd fall term.) Credit: 4

### **HST 345 Dragons and Dungeons**

Dragons and Dungeons: This upper-level seminar will focus on politics and culture in Medieval England, that land of dragons and dungeons, from the reign of Richard the Lion-Hearted in the 12th century to the War of the Roses in the 15th century. No prerequisite. (Offered every other odd fall term.) Credit: 4

### **HST 350 Russian Revolutions**

Russian Revolutions: This course investigates three explosive events in Russian history: the Bolshevik Revolution of 1917; the Stalinist Revolutions of the 1930s, and the collapse of the Soviet Union and the creative of contemporary Russia, after 1991. While the course focuses on the Russian experience, it also considers the global impact of that experience. No prerequisite. (Offered every other even fall term.) Credit: 4

### **HST 355 Nazi Germany**

Nazi Germany: This upper-level seminar will study the rise and fall of Nazi Germany. Materials studied will include Adolf Hitler, the Nazi leadership, the Nazi Party's ideology and supporters; Germany's role in the Second World War; and the Holocaust. No prerequisite. (Offered every other even fall term.) Credit: 4

### **HST 360 Invasion of the Americas**

Invasion of the Americas: This course investigates the European conquest and settlement of the Americas, from the mid-fifteenth century through the end of the colonial period. Students will follow the voyages of Columbus, race the establishment of Spanish missions, and track the settlement of multiple frontiers across the hemisphere. The course will investigate the nature and legacy of these colonial conquests through a series of research-based role-playing simulations

and students will encounter conquistadors, pirates, farmers, ranchers, miners, priests, and rebels along the way. No prerequisite. (Offered every other even spring term.) Credit: 4

### **HST 364 Roots of the Mexican Nation**

Roots of the Mexican Nation: Viva Mexico! This course explores key moments in the history of Mexico from the pre-Columbian period to the present. It introduces students to important discussions concerning the formation of Mexican society and culture. The class considers topics ranging from the Spanish Conquest, foreign interventions in the 19th century, the dictatorship of Porfirio Diaz, and the Mexican Revolution, to the roots of contemporary issues such as narco-trafficking and migration. No Prerequisite. (Offered every other even spring term.) Credit: 4

### **HST 366 Native Americas**

Native Americas: This upper-level seminar studies the history of the indigenous people of the Americas from an ethnohistorical perspective, ranging from pre-Columbian civilizations through the colonial period and to the modern experience. Using traditional documentary sources, but also archaeological data, anthropological studies, oral histories, and linguistic insights, students will explore key themes in a hybrid seminar/workshop format. No prerequisite. (Offered as needed.) Credit: 4

### **HST 380 Youth Revolution in China**

Youth Revolution in China: This course examines the role young people played in shaping China's modern revolutionary period (1850-present) and immerses students in the revolutionary writings of some of China's key Communist leaders. From college students in the early twentieth-century Republican Era to Red Guards who waged war on traditional culture during the Cultural Revolution, China's youth have both inspired change and complicated the way China thinks about its past and present. No prerequisite. (Offered every spring term.) Credit: 4

### **HST 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in HST 399. The total number of hours for HST 398 and HST 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

### **HST 399 International Experience**

International Experience: The international experience component of HST 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for HST 398 and HST 399 cannot exceed four total hours. Prerequisite: completion of HST 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **HST 400 Topics in World History**

Topics in World History: Topics are announced annually. Repeatable for a total of 8 hours. No prerequisites. (Offered every term.) Credit: 4

### **HST 401 Topics in American History**

Topics in American History: Topics are announced annually. Repeatable for a total of 8 hours. No prerequisite. (Offered every term.) Credit: 4

### **HST 449 Directed Readings**

Directed Readings: Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Prerequisite: Open to majors and minors with a B average in history after departmental approval of the topic. Repeatable for a total of 8 hours. (Offered every term.) Credit: 1-4

### **HST 450 Independent Study**

Independent Study: Independent investigation of a topic through the

writing of a research paper; oral examination conducted by department members. Prerequisite: Open to majors and minors with a B average after departmental approval of the topic or project. Repeatable for a total of 8 hours. (Offered every semester.) Credit: 1-4

### **HST 495 Masterworks**

Masterworks: Masterworks is the History Department's "capstone" course and is required of all history majors. All history majors conclude their study of history by creating a serious history project, such as a research paper or alternative project approved by the history faculty. Each student will complete this work under the guidance of the Queens history faculty and present this work both to the faculty and to other history students. Prerequisite: HST 300 and junior or senior standing in the history major. (Offered every fall semester.) Credit: 4

### **INTERIOR ARCHITECTURE AND DESIGN**

#### **IAD 070 Creative Awareness and Engagement**

Creative Awareness and Engagement: Through exposure to creative and professional activities, students build awareness about themselves and connect with their community. (Offered every fall and spring term.)

#### **IAD 111 Fund Interior Architecture & Design**

Fundamentals of IAD: This lecture/studio explores interior architecture and design, introducing the foundational design language, principles and elements of design, and the fundamentals of time, space, light, color, material, and texture that make up our spatial experience. A grade of C or higher must be earned in this course. Prerequisite: None. Corequisite: IAD 121. (Offered every fall term.) Credit: 4

#### **IAD 121 Design Drawing I**

Design Drawing I: How does the designer communicate? In this course students are introduced to the fundamental principles and skills used in design drawing, focusing on methods used in representing the built environment through contour, orthographic, parallel and perspective projection, following conventions of architectural standards, using b/w illustration, and rendering techniques to produce presentation drawings and layouts. A grade of C or higher must be earned in this course. Prerequisite: None. Corequisite: IAD 111. (Offered every fall term.) Credit: 4

#### **IAD 122 Design Drawing II**

Design Drawing II: This course further continues the development of principles, methods and skills learned in Design Drawing I, focusing on further development using colored media, advanced illustration and rendering techniques, to refine presentation drawings, layouts, portfolios and other documentation. A grade of C or higher must be earned in this course. Prerequisite: IAD 121. (Offered every spring term.) Credit: 4

#### **IAD 200 Fund Interior Architecture/Design**

Fundamentals of Interior Architecture and Design: This studio course introduces students to the discipline of interior architecture and design. Students will be required to use critical and conceptual thinking in applying principles and elements of design to interior space. Studio environment with projects and presentations. Lab fee applies. Corequisite for majors: IAD 205. (Offered every fall and spring term.)

#### **IAD 205 Architectural Drafting**

Architectural Drafting: This studio course introduces students to drafting and communication techniques necessary to explain their designs. Projects focus on working and construction drawings. Prerequisite: IAD 200 for non-majors. Corequisite: IAD 200 for majors. (Offered every fall and spring term.)

#### **IAD 210 Computer Aided Design**

Computer Aided Design: This studio course explores use of computer as a tool for creating architectural drawings. Students will be introduced to auto desk products to create 2D and 3D representations. Students must meet minimum computer requirements. Lab fee applies. Prerequisites: IAD 200 and IAD 205. (Offered every fall term.)

#### **IAD 220 History of Interior Arch/Design I**



**History of Interior Architecture and Design I:** This lecture course covers the major movements in architecture and interiors from antiquity through the 18th century. Emphasis is placed on architects and designers, as well as vocabulary, styles, and chronology. Lab fee applies. (Offered every odd fall term.)

#### **IAD 223 Intro to Computer Aided Design**

**Introduction to Computer Aided Design:** How does the designer use the computer to communicate ideas, concepts and represent the environment? This course introduces 2D and 3D computer aided design methodologies, processes and software for drafting, digital modeling and digital rendering as a means to help communicate design ideas. Prerequisite: IAD 121. (Offered every spring term.) Credit: 4

#### **IAD 231 Material and Assembly**

**Material and Assembly:** What are interior environments composed of? How are interior environments assembled? This course covers the poetic, pragmatic and tectonic concerns of using materials in the interior, including their type, application, fabrication, quality, performance, sustainability, testing, sourcing, acoustical properties, methods of specification and assembly with a focus on typical construction and fabrication techniques for the interior environment. Prerequisite: None. (Offered every fall term.) Credit: 4

#### **IAD 241 Human Environments**

**Human Environments:** This core studio course introduces the fundamentals of evidenced-based design, environmental psychology and human factors used in interior architecture and design, considering how design impacts human experience through an understanding of proxemics, universal design principles, cultural norms, standards, codes, regulations and basic programming, diagramming and space planning for personal/private and social/public spaces, while discovering one's own design language, concept development, and creative process. A grade of C or higher must be earned in this course. Prerequisite: IAD 111, IAD 122. (Offered every fall term.) Credit: 4

#### **IAD 300 Residential Design Studio**

**Residential Design Studio:** This studio design course explores small and medium sized residential projects with a concentration in textiles. Universal design principles will be applied to kitchens and baths. Constructs of good design are taught with applicable codes and regulations included. Prerequisites: IAD 200 and IAD 205. (Offered every spring term.)

#### **IAD 305 Adv Graphics for Interior Arch/Des**

**Advanced Graphics for Interior Architecture and Design:** In this studio, advanced presentation skills are further developed through sketching, delineation, and rendering techniques. Effective graphic communication of design ideas is taught in 2D and 3D methods. Lab fee applies. Prerequisites: IAD 200 and IAD 205. (Offered every spring term.)

#### **IAD 310 Methods and Materials**

**Methods and Materials:** Students investigate the properties of materials, finishes, furnishings, fixtures, equipment, and textiles in this lecture course. This includes selection, application and use within interior spaces and how they relate to the building structure. Emphasis is placed on sustainable practices, selection criteria, specification, codes, and performance testing. Lab fee applies. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every even fall term.)

#### **IAD 315 Human Environments**

**Human Environments:** This studio course explores the relationship between humans and their environment. Studies include personal and social use of space, proxemics, and the effects of special environments on human behavior. Cultural and universal design principles are discussed. Lab fee applies. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every odd spring term.)

#### **IAD 320 History Interior Arch/Design II**

**History of Interior Architecture and Design II:** This lecture course

covers the major movements in architecture and interiors from the industrial revolution to the present. Emphasis is placed on architects and designers as well as vocabulary, styles, and chronology. Lab fee applies. Prerequisite: None. (Offered every even spring term.)

#### **IAD 324 Adv Computer Aided Design**

**Advanced Computer Aided Design:** To further continue the development of principles, methods and digital production skills learned in Introduction to Computer Aided Design, this course focuses on modeling complex and custom systems, digital workflow and advanced techniques used to create advanced rendering and presentation documents. Prerequisite: IAD 223, IAD 231, (Offered every fall term.) Credit: 4

#### **IAD 325 Revit-Construction Systems**

**Revit-Construction Systems:** This studio course uses Revit software to graphically communicate building information modeling (BIM) to produce scaled, 3D, interior drawings of what's behind the walls. Lab fee applies. Prerequisites: IAD 200, IAD 205 and IAD 210. (Offered every spring term.)

#### **IAD 330 Commercial Design Studio**

**Commercial Design Studio:** This studio course emphasizes critical thinking, problem solving and spatial analysis in commercial projects, including training in codes and regulations. This studio focuses on the design process using universal and sustainable design solutions in a commercial setting. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every fall term.)

#### **IAD 332 Environmental Ergonomics I**

**Environmental Ergonomics I:** What effects the comfort of the human occupant? In Environmental Ergonomics I, the building envelope becomes the starting point to understand how various systems control the interior environment. Starting with basic elements of the building shell, a series of exercises explores the relationship between interior construction, acoustical control, and specification of equipment and fixtures for electrical systems and lighting, with a focus on the aesthetic and practical applications of lighting design. Prerequisite: IAD 121. (Offered every fall term.) Credit: 2

#### **IAD 333 Environmental Ergonomics II**

**Environmental Ergonomics II:** How do we keep the public comfortable and safe? In Environmental Ergonomics II, exploration of building systems continues through a series of exercises, specifying equipment and fixtures for plumbing, HVAC, and life safety (fire alarm, fire protection, A/V telecommunication, surveillance, and security) and related automation systems, responding to the total environment. Prerequisite: IAD 332. (Offered every spring term.) Credit: 2.

#### **IAD 342 Residential Environments**

**Residential Environments:** This core studio course explores and investigates the relationship of people to human dwellings and the concept of home, covering historical developments, soft furnishing, and basic business practices, accessibility issues in the home and continued creative development of one's own design language, concept development and creative process. A grade of C or higher must be earned in this course. Prerequisite: IAD 231, IAD 241. (Offered every spring term.) Credit: 4

#### **IAD 343 Branded Environments**

**Branded Environments:** This core studio course explores and investigates the relationship of people to small and medium-scale commercial environments that seek to communicate brand value such as retail, restaurant and hospitality interiors with a focus on market vitality, stakeholder relationships, marketing, user experience and capitalization. A grade of C or higher must be earned in this course. Prerequisite: IAD 223, IAD 231, IAD 241. (Offered every fall term.) Credit: 4

#### **IAD 361 Design in Context**

**Design in Context:** How does culture manifest design? How does design shape culture? This course surveys the significant ideologies, cultural movements and historical developments related to the



architectural, decorative and interior material culture that define the canon of design and its potentially limited representation. Prerequisite: ARH 204. (Offered every spring.) Credit: 4

#### **IAD 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in IAD 399. The total number of hours for IAD 398 and IAD 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **IAD 399 International Experience**

International Experience: The international experience component of IAD 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for IAD 398 and IAD 399 cannot exceed four total hours. Prerequisite: completion of IAD 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **IAD 400 Spatial Analysis and Theory**

Spatial Analysis and Theory: This lecture course analyzes the conceptual, theoretical, and applied aspects of programming and space planning. Students will research, assimilate and synthesize solutions to design problems. This class includes preparation for a moc NCIDQ exam and analysis of the results. Prerequisites: IAD 200, IAD 205, IAD 210, IAD 300, IAD 305 and IAD 330. (Offered every spring term.)

#### **IAD 405 Product Design**

Product Design: This studio course studies the materials, joinery, and details of products used in interior spaces. Projects include designing and building interior pieces such as cabinetry, clocks, furniture, and architectural elements resulting in 3 dimensional objects. this class would include a commercial Design-build group project. Lab fee applies. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every odd fall term.)

#### **IAD 420 Lighting, Color, Interior Tech**

Lighting, Color and Interior Technologies: This lecture course explores light and color as an element of interior space. It integrates new technologies as a creative medium to meet functional, sensory, and behavioral needs. This course also emphasizes the ceiling plane as an additional design platform. Prerequisites: IAD 310. (Offered every even spring term.)

#### **IAD 433 Contracts and Documents**

Contracts and Documents: What is a project's life-cycle and what role does the designer take? This course covers project management, coordination, professional practice, administrative roles and ethical, legal and business practices encountered throughout a project's life-cycle, focusing on the production of contracts and construction documents for interior build-out. Prerequisites: IAD 324, IAD 333, and IAD 444. (Offered every fall term.) Credit: 4

#### **IAD 444 Workplace Environments**

Workplace Environments: This core studio course explores and investigates the relationship of people to medium and large-scale workplace and institutional environments such as specification suites, corporate offices, educational, government, and healthcare facilities, with a focus on the influences of workplace culture and workplace setting. . Prerequisites: IAD 231, IAD 241, IAD 324, and IAD 332. (Offered every spring.) Credit: 4

#### **IAD 450 Senior Capstone I**

Senior Capstone I: Portfolio review and preparation. Final project research and topic submission. Lab fee applies. Prerequisite: Senior standing in Interior Architecture and Design major. (Offered every fall term.)

#### **IAD 451 Senior Capstone II**

Senior Capstone II: Portfolio review and preparation. Final research and topic completion. Lab fee applies. Prerequisite: IAD 450 and senior standing in the Interior Architecture and Design major. (Offered every spring term.)

#### **IAD 452 Interior Architecture/Design Assist**

Interior Architecture and Design Assistant: Practical experiences as an Interior Architecture and Design assistant in the Art Department. May be repeated once for credit. Prerequisite: permission of the Art Department. (Offered every term.) Credit: 4

#### **IAD 455 Capstone 1: Research & Programming**

Capstone 1: Research and Programming: Part I of the capstone studio concentration in interior architecture and design provides an opportunity to explore areas of interest and project types that are civically engaged. Through problem exploration, information gathering, research, and analyzing findings, a comprehensive qualitative and quantitative design program is prepared to inform for part two of the capstone project. A grade of C or higher must be earned in this course. Prerequisite: IAD 333, IAD 444, and senior standing in the major. (Offered every fall term.) Credit: 2

#### **IAD 456 Capstone II: Design Synthesis**

Capstone II: Design Synthesis: Part II of the capstone studio concentration in interior architecture and design provides an opportunity for students to reflect their mastery of the knowledge and skills required within the practice of the profession. Starting with their programming efforts in Part I of the capstone experience, students synthesize their findings, moving through the design process and present their capstone project to peers, faculty and industry professionals. Prerequisites: IAD 433, IAD 455. (Offered every spring term.) Credit: 2

#### **IAD 462 The Will to Design**

The Will to Design: No two designers solve the problem in identical ways. So, what values do you bring to your creative work? What theories, beliefs, views and feelings might motivate those values? This course seeks to understand your relationship to the practice of design and what shapes your design theory, dealing with topics such as work, creativity, beauty, functionalism, authenticity, and individualism, through critical design thinking, and creative synthesis. Prerequisite: IAD 361 and senior standing. (Offered every spring.) Credit: 4

#### **IAD 491 Independent Study**

Independent Study / IAD Assistant: This course provides an opportunity to work individually or with others to gain or enhance knowledge and skills, explore an area of interest, or complete other creative projects independently, with a group of peers or along with a faculty member. Plans must be approved by the program coordinator. May not substitute degree requirements. May be repeated once for credit. (Offered every term) Credit: 1-4

#### **INTERDISCIPLINARY STUDIES**

##### **IDS 210 Found Organizational Leadership/Com**

Foundations of Organizational Leadership and Communication: This course focuses on structures and processes that formally and informally shape relationships that impact organizations. Topics include organizational culture, change in the workplace, leadership and leadership styles, ethics, effective communication skills, setting goals, and group dynamics. Students receive an introduction to much of the work they will be studying in detail later in the curriculum. Credits: 4

##### **IDS 215 Human Resources**

Human Resources: This course reviews the legal aspects of human relations in a work environment. Topics include legal issues related in regards to the selection of personnel, staff evaluation, promotion, and discipline, and the terminology associated with legal issues in a work environment. The concept of talent development will be introduced. Students will gain a better understanding of the work of a human resource professional, but also the way supervisors and leaders must execute their jobs in order to stay in line with legal and ethical

requirements. Credit: 4

### **IDS 300 Interdisciplinary Studies**

Interdisciplinary Studies: An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. May be repeated once for additional credit. Credit: 1-4

### **IDS 350 Project Management**

Project Management: This course offers the basic principles of project management, including concepts from the initiating, planning, executing, monitoring and controlling, and closing process groups. Introduces the fundamentals from the ten project management areas: integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management. Credit: 4

### **IDS 355 Developing Leadership Effectiveness**

Developing Leadership Effectiveness: Promotes leadership development through the study of leadership theory and concepts and encourages the practical application of leadership at all levels. Topics include the leadership style inventory, coaching and mentoring staff, effective verbal and written communication skills, productivity, as well as contemporary leadership perspectives. By the end of the class students will have created a personal leadership development plan. Credit: 4

### **IDS 450 Capstone Seminar in OLC**

Capstone Seminar in Organizational Leadership and Communication: Application of organizational leadership and organizational communication theories in the workplace. Students will gain a deeper understanding of organizational structure, culture, communication, and strategic planning processes within the internal and external environment. Current trends will also be discussed. The final course project will integrate knowledge and skills in organizational leadership and communication to assess and diagnose an organizational problem. Credit: 4

## **INTERNATIONAL STUDIES**

### **INS 200 Topics in International Studies**

Topics in International Studies: Investigation of a single topic or area in international studies or an internationally themed course. The topic may vary from term to term. This course may be repeated for up to eight credit hours with varying titles. Prerequisite: None. (Offered as needed). Credit: 4

### **INS 303 Topics in International Studies**

Topics in International Studies: A rotating topics course that would permit more in-depth studies of a topic, issue or area within international studies. Course may be repeated for credit with different topics. Repeatable for a total of 12 hours. Credit: 4

### **INS 350 International Residency Project**

International Residency Project: This course integrates the international residency with specific assignments designed to advance intercultural skills while studying overseas. The course takes place online, and students must register for it during the international residency experience. Prerequisite: Permission of the instructor. Credit: 2

### **INS 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topics. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in INS 399. Prerequisite: Junior standing and a 2.0 cumulative GPA. Credit: 1-4

### **INS 399 International Experience**

International Experience: The international experience component of INS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. Prerequisite:

completion of INS 398 with a grade of C- or better (an average of 70). The total number of hours for INS 398 and INS 399 cannot exceed 4 total hours. Credit: 1-4

## **INTERNSHIP**

### **INT 201 Career Connections**

Career Connections: Students learn professional and career related skills that prepare them for an internship and future career. Through lectures, guest speakers and interactive assignments, students gain an understanding of professional interests, workplace fundamentals, effective resume/cover writing, interviewing and job search strategies. (Offered every term.) Credit: 2

### **INT 401 Professional Internship I**

Professional Internship I: Students participate in academic coursework and onsite internship work in order to make connections between the workplace, industry trends and professional development. 86 onsite internship hours in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201. (Offered every term.) Credit: 2

### **INT 402 Professional Internship II**

Professional Internship II: Students participate in more in-depth academic coursework and onsite internship work in order to further connections between the workplace, industry trends and professional development. 86 onsite internship hours in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201, INT 401. (Offered every term.) Credit: 2

### **INT 403 Extended Professional Internship**

Extended Professional Internship: Students who wish to fulfill the internship requirement at one internship site for extended hours participate in comprehensive academic coursework and extended onsite internship work in order to further connections between the workplace, industry trends and professional development. 172 onsite internship hours in addition to coursework. This course fulfills the requirement of INT 401 and 402. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201. (Offered every term.) Credit: 4

### **INT 404 Professional Internship III**

Professional Internship III: Students who have completed previous internship requirements participate in advanced academic coursework and onsite internship work in order to further their connections between the workplace, industry trends and professional development. 43 onsite internship hours per variable credit hour in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201, INT 401 and INT 402 or INT 201 and INT 403. (Offered every term.) Credit: 1-6

### **INT 405 Professional Internship**

Professional Internship: Students participate in academic coursework and onsite internship work in order to make connections between the workplace, industry trends and professional development. 43 hours onsite internship hours per variable credit hour in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. This course is available only to adult post-traditional undergraduate students. Repeatable up to 12 hours total. No prerequisite. (Offered every term.) Credit: 1-6

## **KINESIOLOGY**

### **KIN 110 Introduction to Sport Management**

Introduction to Sport Management: This course explores the diverse, expanding field of sport management including professional, college, amateur, for profit, and non-profit sport organizations. It is designed to provide a comprehensive examination of the basic organizational structures found in the sport industry. Students will study applications of managerial concepts and processes and the ways in which organizations interact with internal and external agencies. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

**KIN 120 Found of Exercise and Sport Science**

Foundations of Exercise and Sport Science: Students will examine the historical and cultural aspects of the discipline of exercise and sports sciences, including an introduction to the major sub-disciplines. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

**KIN 210 Sport History**

Sport History: This course explores the history of American sport, emphasizing its interactions with political, economic, social, and cultural forces. The class introduces aspects of historical methodology. Prerequisite: None. (Offered every fall term.) Credit: 4

**KIN 220 Sport in Cinema and Television**

Sport in Cinema and Television: The cinema (film) and television are powerful media that can shape psychosocial perceptions of sports, athletes, and coaches, as well as reflect the roles sports, athletes, and coaches have in our society. This course will investigate the view of sports, athletes, and coaches as presented by film and television. The students will analyze films and television productions, write and discuss criticisms that address the roles of sports, athletes, and coaches as seen by the camera and perceived by individuals and society. Materials will emphasize American cinema and television but will not exclude foreign and independent productions. Students will acquire an understanding of the language of sports as they focus on the power of the media to impact beliefs, psychosocial issues, and stereotypes related to the individual within the American society. Prerequisite: None; However, a course in psychology, sociology, sport psychology, and/or sport sociology is recommended. (Offered every spring term.) Credit: 4

**KIN 230 Sport Governance and Administration**

Sport Governance and Administration: This course provides an overview of the manner sports and athletics are governed in the United States, while also examining how sport policies are formulated and impact the operations of a sport organization. The roles and functions of various governing bodies are discussed. Pre or corequisite: KIN 110. (Offered every fall and spring term.) Credit: 4

**KIN 300 Motor Behavior**

Motor Behavior: This laboratory course will explore in detail human motor development, motor learning, and motor control from the aspect of exercise and sport. Students will explore how humans learn skilled actions and how the principles of motor performance and learning can be useful in teaching, coaching, rehabilitation, and the design for equipment and workplace environments. The course requires both a lab and lecture. Course fee applies. (Offered Every Fall).

**KIN 310 Sport Sociology**

Sport Sociology: This course provides an introduction to the study of sport and its relationship to society and other social institutions. Emphasis is placed on the current relationships between sport and society (i.e., "Sport is a microcosm of society.") Prerequisite: None; however, a course in sociology is recommended. (Offered every fall and spring term.) Credit: 4

**KIN 312 Nutrition for Exercise and Sport**

Nutrition for Exercise and Sport: This course is designed to provide the student with an understanding of how to enhance exercise and sport performance with proper nutrition. Students will examine biochemical principles of nutritionally sound diets for endurance, and strength-related activities. Special nutritional needs will also be discussed. This course satisfies the writing intensive course requirement. Prerequisite: Chemistry is strongly encouraged before taking this course. (Offered every Spring term.) Credit: 4

**KIN 314 Exercise and Sport Physiology**

Exercise and Sport Physiology: This laboratory course examines the application of principles of physiology to study the effect of aging, obesity, and exercise/training on the skeletal muscle, cardiovascular systems, metabolic systems, and the effect of training and environment on performance. The course requires both a lab and lecture. The lecture requires 160 minutes of class time as week; the lab requires 120 minutes of class time per week. Students are required

to take both the lecture and lab within the same term. Course fee applies. Prerequisites: BIO 213 and BIO 214. (Offered every Fall term.) Credit: 4

**KIN 314 L Exercise and Sport Physiology Lab**

Lab for KIN 314. Credit: 0

**KIN 316 Indep Study: Exercise/Sport Science**

Independent Study in Exercise and Sport Science: This course is directed, individualized study on specific topics in exercise and sport science and related fields. Prerequisite: consent of instructor and department chair. Repeatable for a total of 4 hrs. (Offered as needed.) Credit: 1-4

**KIN 318 Biomechanics**

Biomechanics: Biomechanics introduces students to the engineering science of human movement. As such, biomechanics requires knowledge of anatomy, physiology, physics, and mathematics. The course is designed to help students develop the knowledge and skillset to understand and apply mechanical engineering to qualitative and quantitative problem solving and rigid body movements. The course also evaluates skeletal muscle in terms of its role as primary mediator of mechanical, musculoskeletal movement. Course Fee Applies. Prerequisites: PHY 201, BIO 213, BIO 214. (Offered every Spring semester.) Credit: 4.

**KIN 318 L Biomechanics--Lab**

Lab for KIN 318, Credit: 0.

**KIN 320 Sport Marketing**

Sport Marketing: This course examines fundamental marketing theories and principles applied to selling of sports, focusing on the concepts and practices forming the knowledge base for effective marketing strategies. This course fulfills the University's writing intensive course requirement. Prerequisite: KIN 230. (Offered every fall term.) Credit: 4

**KIN 330 Sport Event and Facility Management**

Sport Event and Facility Management: This course provides students with an understanding of the challenges involved in major sports events and facilities. Topics usually include the analysis of goals and resources, potential development of the revenue streams, planning and design, scheduling and operations, and the management of personnel. Prerequisite: KIN 230. (Offered every fall term.) Credit: 4

**KIN 340 Sport Policy and Ethics**

Sport Policy and Ethics: This course instructs students about strategic management planning for handling policy issues within an ethical framework. This course prepares students to assess and resolve complex strategic planning and policy issues in an ethical manner. This course examines how chief executive officers of sport organizations ethically choose, maintain, or redirect the strategic positions of their organizations within ever changing environments. Students will explore their values and consider their ethical code in relation to professional conduct and best practices. Prerequisite: KIN 230. (Offered every spring term.) Credit: 4

**KIN 345 Sport Finance and Economics**

Sport Finance and Economics: This course provides an examination of principles of finance, budgeting, and economics as it applies to the sport industry. With an emphasis on the revenue, expenses, acquisitions, forecasting, and utilization of capital to foster sports business growth, other topics include budgeting, planning, acquisitions, and liquidation. Prerequisite: KIN 230. (Offered every spring term.) Credit: 4

**KIN 350 Special Topics in Kinesiology**

Special Topics in Kinesiology: This course provides an opportunity for the study of various topics/issues in the field of kinesiology not offered on a regular basis. The topics/issues and prerequisites for each section of this course may vary. Students may repeat the course but not the topic/issue. Repeatable for a total of 12 hrs. (Offered as needed.) Credit: 4

**KIN 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in KIN 399. The total number of hours for KIN 398 and KIN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**KIN 399 International Experience**

International Experience: The international experience component of KIN 398. Students have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for KIN 398 and KIN 399 cannot exceed four total hours. Prerequisite: completion of KIN 398 with a grade of C- or better (an average of 70). Credit: 1-4

**KIN 410 Sport Law**

Sport Law: This course is designed to introduce and familiarize students with basic knowledge of the legal system and legal issues prevalent in sport and comparable activities. Major focus of the course is on understanding the concept of negligence, where and how negligence occurs and identifying ways in which negligent acts can be reduced or eliminated. Other topics relating to the scope of legal issues will be addressed. Prerequisite: Senior standing in the sport management major or minor. (Offered every fall term.) Credit: 4

**KIN 412 Prin Strength and Conditioning**

Principles of Strength and Conditioning and Exercise Prescription: This course will cover the current research and knowledge in the area of strength and conditioning for different populations. Students will become adept at graded exercise testing and subsequently exercise prescription for the apparently healthy, athletic, and diseased population. Students are required to take both the lecture and lab within the same term. Lab fee applies. Prerequisite: Senior standing in the exercise and sport science major. (Offered every fall term.) Credit: 4

**KIN 412 L Strength and Conditioning Lab**

Principles of Strength and Conditioning Lab: Lab for KIN 412 Credit: 0

**KIN 418 Exercise and Sport Psychology**

Exercise and Sport Psychology: This course examines how individuals behave in physical activity, exercise, sport, and other performance settings. Psychological antecedents and consequences of primary and secondary involvement in exercise sport and related performance and physical activities will be introduced. Prerequisite: None; however, a course in psychology is recommended. (Offered every fall and spring term.) Credit: 4

**KIN 420 Senior Seminar: Exercise/Sport Sci**

Senior Seminar in Exercise and Sport Science: Students will refine their skills in reading and interpreting primary scientific literature, and discuss how to apply this knowledge in practice. Students will also design, collect data, analyze, and interpret a scientific research project. This capstone research project will serve a culminating experience within the Exercise and Sport Science program and prepare students for the next step in their career. Prerequisite: Senior standing in the exercise and sport science major and/or consent of the instructor. (Offered every spring term.) Credit: 4

**KIN 475 Senior Seminar in Sport Management**

Senior Seminar in Sport Management: This course is designed for study of sport management topics utilizing empirical research methods and designs. This course will also utilize descriptive and inferential statistics. Prerequisite: Senior standing in the sport management major. (Offered every fall term.) Credit: 4

**KIN 480 Independent Study: Sport Management**

Independent Study in Sport Management: involves directed, individualized study on specific topics in Sport Management.

Prerequisite: consent of instructor and department chair. (Offered every term but limited to instructor availability.) Credit: 1-8

**KIN 490 Sport Internship**

Sport Internship: This capstone course is designed for students to ascertain a semester long practicum experience with a sport organization. Students will work with their Sport Management advisor to identify a sport organization that matches their career goals. Prerequisite: Senior standing and INT courses. (Offered every spring term.) Credit: 12

**LATIN AMERICAN STUDIES****LAS 101 Intro to Latin American Studies**

Introduction to Latin American Studies: This course will provide students with an interdisciplinary introduction to Latin American Studies. Students will explore Latin America's rich and diverse contemporary culture through an examination of the region's literature, history, politics, religion, music and fine arts. Taught in English. Credit: 3

**LANGUAGES—OTHER****LNG 101 Elementary Foreign Language I**

Elementary Foreign Language I: This course introduces the fundamental elements of the target language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to the spoken and written language studied as well as demonstrate cultural awareness. Offered on a rotating basis as demand and faculty with sufficient credentials dictate. May be repeated with different languages for a total of 24 hours. Prerequisite: None. (Offered every fall term.) Credit: 4

**LNG 102 Elementary Foreign Language II**

Elementary Foreign Language II: This course is a continuation of LNG 101 and focuses on the fundamental elements of the target language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written language and should be able to demonstrate further cultural awareness. Offered on a rotating basis as demand and faculty with sufficient credentials dictate. May be repeated with different languages for a total of 24 hours. Prerequisite: LNG 101, placement exam, or permission of instructor. (Offered every spring term.) Credit: 4

**LNG 203 International Immersion Program**

International Immersion Program: This course involves putting yourself in a completely new situation with the goal of becoming functionally proficient in another language and to acquire an understanding and appreciation of other cultures. Instead of speaking a language only while you are in class, you will use it all day every day - whether you are asking for directions, conversing with a new friend, or reading the placards at a museum. By combining travel with study, this course allows you to delve into a new culture via daily exposure to the language through your interactions with your host family and international classmates. Prerequisite: One intermediate language class or permission of department chair. (Offered every summer.) Credit: 1-8

**LNG 220 Intermediate Foreign Language I**

Intermediate Foreign Language I: Students increase reading and aural comprehension, expand vocabulary, improve both oral and written linguistic expression, and review grammatical structures. Prerequisite: LNG 102, placement exam, or permission of instructor. (Offered as needed.) Credit: 4

**LNG 230 Intermediate Foreign Language II**

Intermediate Foreign Language II: This course is a continuation of LNG 220. Review and more advanced study of the target language with the goal of preparing students for upper level classes. Students increase reading and aural comprehension, expand vocabulary, improve both oral and written linguistic expression, and review



grammatical structures. Prerequisite: LNG 220, placement exam, or permission of instructor. (Offered as needed.) Credit: 4

### **LNG 303 International Immersion Program**

International Immersion Program: This course involves putting yourself in a completely new situation with the goal of becoming functionally proficient in another language and to acquire an understanding and appreciation of other cultures. Instead of speaking a language only while you are in class, you will use it all day every day - whether you are asking for directions, conversing with a new friend, or reading the placards in a museum. By combining travel with study, this course allows you to delve into a new culture via daily exposure to the language through your interactions with your host family and international classmates. Prerequisite: two intermediate language classes, and permission of department chair. (Offered every summer.) Credit: 1-8

### **LNG 370 Topics in Foreign Language**

Topics in Foreign Language: Course designed to address a specific topic or area of a language and its target culture. Topic will be announced the semester preceding the offering. May be repeated with different topics. Repeatable for a total of 12 hrs. (Offered as needed.) Credit: 1-4

### **LNG 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in LNG 399. The total number of hours for LNG 398 and LNG 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

### **LNG 399 International Experience**

International Experience: The international experience component of LNG 398. Students have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for LNG 398 and LNG 399 cannot exceed four total hours. Prerequisite: Completion of LNG 398 with a grade of C- or better (an average of 70). Credit: 1-4

## **MATHEMATICS**

### **MAT 111 Quantitative Business Methods I**

Quantitative Business Methods I: With MAT 112, a survey of college-level mathematics as applied to business. Topics include linear and nonlinear equations, linear systems, linear programming, and an introduction to calculus. Applications from business are used to connect the mathematical ideas to practical solutions. Microsoft Excel is introduced for modeling systems of variable quantities. Prerequisite: None. (Offered every fall and spring terms.) Credit: 3

### **MAT 112 Quantitative Business Methods II**

Quantitative Business Methods II: With MAT 111, a survey of college-level mathematics as applied to business. Selected topics from probability and statistics including the normal distribution, descriptive statistics and inferential statistics. Microsoft Excel will be used for modeling and statistical analysis. MAT 112 may not substitute for MAT 130 or MAT 131. Prerequisite: MAT 111. (Offered every fall and spring terms.) Credit: 3

### **MAT 125 Mathematical Functions**

Mathematical Functions: This course provides various mathematical functions widely used in sciences. Topics may include, but are not limited to, units and conversions between and within measurement systems, elementary geometry, polynomial functions, logarithmic functions, exponential functions and basic trigonometry functions. This course satisfies the math prerequisite for PHY 201 College Physics. MAT 125 and MAT 140 may not both be counted toward credit. Prerequisite: None. (Offered every spring term.) Credit: 4

### **MAT 130 Introductory Statistics**

Introductory Statistics: An introduction to the fundamentals of

analyzing numerical data in a social science context. Students will learn sampling methods, descriptive statistics, probability and sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance. Emphasis will be on an intuitive understanding of statistical formulae and models, and on their practical application. The SPSS package will be used for computer data analysis. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

### **MAT 131 Intro Statistics for Social Science**

Introductory Statistics for Social Sciences: An introduction to the fundamentals of analyzing numerical data in varied contexts including the social sciences, health sciences, and business. Students will learn sampling methods, descriptive statistics, probability and sampling distributions, estimation hypothesis testing, correlation, regression, and analysis of variance. Emphasis will be on an intuitive understanding of statistical formulae and models, and their practical application. A statistical software package will be used for computer data analysis. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

### **MAT 140 Precalculus**

Precalculus: A course designed to prepare the students with the tools necessary for success in the calculus sequence. This is primarily accomplished through the study of functions: polynomial, rational, exponential, logarithmic, and trigonometric. MAT 140 and MAT 125 may not both be counted towards credit. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

### **MAT 150 Mathematical Explorations**

Mathematical Explorations: This course offers all interested students an opportunity to explore the ways mathematics intersects with various disparate disciplines from the sciences to the arts to the humanities and beyond the walls of the classroom. Geared for a general audience, this course serves as both a foundation for the mathematics major as well as an application of college mathematics to other fields. Topics include logic, the mathematics of chance, and testing hypotheses with data. Prerequisite: None. (Offered every fall term.) Credit: 4

### **MAT 210 Single Variable Calculus I**

Single Variable Calculus I: Introduction to the derivative and the integral with application to the sciences. The course begins with the concept of limit before introducing the derivative of a single-variable function and its applications to graphing, rates of change, and optimization. The one-variable integral is then explored with application to area, length, and volume. Prerequisite: MAT 140 or successful demonstration of precalculus proficiency. (Offered every fall and spring term.) Credit: 4

### **MAT 220 Calculus II with Diff Equations**

Calculus II with Differential Equations: This course picks up where MAT 210 leaves off, exploring the derivative and integral at even deeper levels, including various integration methods, transcendental functions, indeterminate forms, and improper integrals. In addition, these methods are applied to the solving of separable and linear differential equations. Prerequisite: MAT 210. (Offered every fall term.) Credit: 4

### **MAT 230 Multivariable Calculus**

Multivariable Calculus: The final course in the calculus sequence explores the challenges of dealing with multivariate functions. Topics include: sequences and series, vector functions; vector fields; and integrals of line, surface, and volume domains. Prerequisite: MAT 220. (Offered every spring term.) Credit: 4

### **MAT 250 Topics in Mathematics**

Topics in Mathematics: This course provides a faculty member and an interested group of students an opportunity to study a subject not usually offered as part of the general education. May be repeated for credit under different subtitles. Open to all students. (Offered as needed.) Credit: 1-4



**MAT 280 Statistical Methods**

Statistical Methods: An advanced course in statistical techniques used to explore and analyze data. Content may include, but is not limited to, multivariable methods, assessing normality and transformations, nonparametric statistics, time series analysis, and advanced topics in regression and analysis of variance. Practical applications will be studied using a computer statistics package. Data will be drawn, when possible, from ongoing research within various departments of the University. Prerequisites: MAT 130, MAT 131 or MAT 150. (Offered every spring term.) Credit: 4

**MAT 310 Linear Algebra and Programming**

Linear Algebra and Programming: Topics include: vector algebra, matrix algebra, determinants, and the study of linear transformations. The basics of computer programming will be studied in order to operate on large matrices and study the concept of algorithm. Prerequisite: MAT 150. (Offered every fall term.) Credit: 4

**MAT 315 Non-Euclidean Geometry**

Non-Euclidean Geometry: A rigorous study of axiomatic systems using geometries that differ from the Euclidean geometry of the plane including various finite geometries, hyperbolic geometry, and spherical geometry. Prerequisite: MAT 150. (Offered odd fall terms.) Credit: 4

**MAT 320 Differential Equations**

Differential Equations: An in-depth study of differential equations including linear and nonlinear equations; Laplace transforms, systems of equations, and partial differential equations. Applications include harmonic motion, electrical systems, impulse functions, and the propagation of thermal energy and waves. Prerequisite: MAT 220. (Offered even spring terms.) Credit: 4

**MAT 325 Real Analysis**

Real Analysis: The theory of the real number system; limit, continuity, differentiability, and integrability sequences and series; completeness and compactness. Prerequisite: MAT 210 (Offered odd fall terms.) Credit: 4

**MAT 335 Calculus on the Complex Plane**

Calculus on the Complex Plane: A study of calculus as it applies to the field of complex numbers; the Cauchy-Riemann Equations and harmonic functions; contour integrals and the Cauchy Integral Formula. Prerequisite: MAT 230. (Offered odd spring terms) Credit: 4

**MAT 380 Mathematical Probability**

Mathematical Probability: A formal study of probability including discrete and continuous probability distributions, independence, conditional probability, combinatorics and generating functions, game theory. Prerequisite: MAT 230. (Offered odd spring terms.) Credit: 4

**MAT 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in MAT 399. The total number of hours for MAT 398 and MAT 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

**MAT 399 International Experience**

International Experience: The international experience component of MAT 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for MAT 398 and MAT 399 cannot exceed four total hours. Prerequisite: completion of MAT 398 with a grade of C- or better (an average of 70). Credit: 1-4

**MAT 415 Modern Algebra**

Modern Algebra: The study of algebraic structures including: groups, rings, and fields; homomorphism and isomorphism; applications to number theory and cryptography. Prerequisite: MAT 310. (Offered even fall terms.) Credit: 4

**MAT 430 Mathematical Modeling**

Mathematical Modeling: Exploring various standard models, testing models against data; and developing new models from data. Data will be drawn, when possible, from on-going research within various departments of the University. Prerequisite: MAT 220 and MAT 280. (Offered even spring terms.) Credit: 4

**MAT 450 Advanced Topics in Mathematics**

Advanced Topics in Mathematics: This course provides a faculty member and interested group of students an opportunity to study a subject not usually offered as part of the general curriculum. May be repeated for credit under different subtitles. May be closed to students without the necessary prerequisites. (Offered as needed.) Credit: 1-4

**MAT 460 Independent Study in Mathematics**

Independent Study in Mathematics: Students may pursue an area of interest in depth under the direction of a faculty member. May be repeated for credit. Open to students who have completed at least one 300 or 400 level course in mathematics. (Offered as needed.) Credit: 1-4

**MAT 491 Research Seminar**

Research Seminar: A forum for exploring current mathematical research. The student will read and analyze articles from current mathematical publications; participate in presentations by senior students and faculty conducting research; and, finally, will choose a research topic to pursue for MAT 492. Prerequisite: junior or senior standing. (Offered every spring term.) Credit: 1

**MAT 492 Mathematical Research**

Mathematical Research: The student will conduct a supervised research project under the guidance of a faculty advisor. The finished product will be a written paper as well as a presentation suitable for inclusion in a regional conference. Prerequisite: MAT 491. (Offered every fall term.) Credit: 3

**MASTER OF BUSINESS ADMINISTRATION****MBA 551 Foundations of Accounting**

Foundations of Accounting: This course covers Financial Accounting concepts essential in core MBA courses. Prerequisite: None. Graded: Pass/Fail. A grade of Pass = B or better Credit: 2

**MBA 552 Foundations of Quantitative Methods**

Foundations of Quantitative Methods: This course covers spreadsheet skills and statistics concepts essential in core MBA courses. Prerequisite: None. Graded: Pass/Fail. A grade of Pass = B or better. Credit: 2

**MBA 553 Foundations of Finance**

Foundations of Finance: This course covers Finance concepts essential to success in the core MBA courses. Prerequisite: MBA 551. Graded: Pass/Fail. A grade of Pass = B or better. Credit: 2

**MBA 600 Leadership Development**

Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. Cross-listed with TOD 600. Prerequisite: None. Credit: 3

**MBA 601 Leadership Development I**

Leadership Development I: The course is grounded in the importance of self-awareness in facilitating personal and professional development via a number of components that include lectures, round table discussions, reflection, and a battery of assessments, which focus on thinking style, leadership profile, value preferences, and a full 360-degree feedback report. Students will conduct an analysis from all of the assessments and course components and submit an Individual Development Plan outlining steps for future development. Cross-listed

with TOD 601. Graded: Pass/Fail. A grade of Pass = B or better.  
Prerequisite: None. Credit: 2

### **MBA 602 Leadership Development II**

Leadership Development II: This course is designed to facilitate the personal and professional development of each student through experiential learning. During this course students will work with their own executive coaches to develop strategies to identify and purpose professional and personal goals. In addition, each student will participate in a group consulting project with a local nonprofit as a part of gaining greater awareness of the community needs and opportunities in the greater Charlotte area. Cross-listed with TOD 602. Prerequisite: MBA 601. MBA 602 should be taken in the semester immediately following MBA 601. Graded: Pass/Fail. A grade of Pass = B or better. Credit: 1

### **MBA 605 Managerial Accounting**

Managerial Accounting: This course examines the way in which managers analyze and use accounting information to make effective managerial decisions. The course focuses on how to compute and prepare special analyses and reports as well as how to interpret those results for decision making purposes. Major topics include financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. Prerequisite: MBA 551. Credit: 3

### **MBA 615 Economics for Managers**

Economics for Managers: This course introduces core economic concepts and relationships pertinent to business strategy formulation and managerial decisions. Topics covered include the role and interaction between consumer demand, firm costs, and industry market structure in guiding informed managerial decisions, the impact of alternative public policies at the industry and firm level, and assessment of broader macroeconomic policies. Students learn and apply basic economic concepts to gain understanding of their use and importance for business management and effective decision making. Prerequisite: None. Credit: 3

### **MBA 620 Organizational Behavior**

Organizational Behavior: This course provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, and employee participation activities necessary to generate goods and services in profit and non-profit organizations. Course fee applies. Prerequisite: None. Credit: 3

### **MBA 625 Marketing Management**

Marketing Management: The marketing manager's requirements include analyzing marketing, designing and implementing market strategies, and managing brands. These requirements are achieved by identifying and targeting customer needs that can be satisfied by the organization's value proposition. A successful marketer, therefore, focuses an organization's resources to meet customer needs and to maximize internal objectives. In this course, students will utilize quantitative and qualitative methods that enhance the likelihood of successfully achieving these goals. Prerequisite: MBA 551 and 552. Credit: 3

### **MBA 630 Business Analytics**

Business Analytics: This course provides an overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Includes quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. This course includes the application of current computer software. Prerequisites: MBA 552. Credit: 3

### **MBA 635 Managerial Finance**

Managerial Finance: This course introduces students to the theory and practice of corporate finance in a valuation and decision making

context. In particular, students will learn to employ a valuation approach for making decisions in areas including capital budgeting, capital structure, cash distributions, raising capital, and mergers and acquisitions. The course blends theoretical aspects of corporate finance with case discussions. Prerequisite: MBA 552 and 553. Credit: 3

### **MBA 640 Managing in a Global Context**

Managing in a Global Context: This course develops an understanding of the challenges that firms and their managers face in attempting to operate in a global business environment. The course explores the causes and consequences of the evolving global business environment including the changing patterns of international trade and investment, the nature and impact of international trade policies and institutions, foreign currency markets and the international monetary system, and strategies for international expansion. Prerequisite: MBA 615. Credit: 3

### **MBA 645 Corporate Governance and Ethics**

Corporate Governance and Ethics: This course focuses on the practice of corporate governance and ethical behavior. Students will deepen their understanding of the legal and ethical responsibilities of shareholders, board of directors, and management of a corporation with the goal of learning to develop a sound corporate governance framework. Students will analyze and discuss cases and real-world situations to better understand the interplay between law, ethics, corporate governance, and social responsibility in the context of business and public policy. Prerequisite: None. Credit: 3

### **MBA 650 Operations Management**

Operations Management: This course explores the relationship between operating systems of the organization and the marketing, financial and human resource systems. Tactical day-to-day operating decisions and long-range strategic decisions are covered and discussed. The student will learn strategies and methods that will assist in discerning how productive entities work and ways to improve performance. Prerequisite: None. Credit: 3

### **MBA 655 Management Information Systems**

Management Information Systems: This course examines how information systems are developed and used in organizations to achieve business success and competitive advantage. Emphasis is placed on information technology as an enabler to support business strategy, define business models and provide for more efficient operations in both domestic and global business environments. Prerequisite: None. Credit: 3

### **MBA 656 Data Protection**

Data Protection: Provides a working knowledge of fundamental data protection techniques for protecting data at rest, data in motion, and data in processing. Techniques include encryption algorithms and systems (symmetric, asymmetric, standard, digital certificates, and hashes), Steganography, data masking, and data obfuscation. Examines access controls, availability, authentication, confidentiality, data integrity, and non-repudiation as well as defenses against DDOS and other data attacks. Security by diversity and security in depth are presented as fundamental requirements. Prerequisite: MBA 655. Credit: 3.

### **MBA 657 Compliance and Legal Issues**

Compliance and Legal Issues: Examines legal, privacy, and compliance environments facing organizations globally. Students build an understanding of the complexities of security, compliance and legal obligations starting with a general foundation of laws and industry standards that apply across most organizations that handle sensitive data. Examination of industry verticals expand students' knowledge of particular federal and state regulatory and industry-based obligations. It also examines how security and compliance obligations can be used to establish the security, compliance, and risk management programs for an enterprise. Prerequisite: MBA 655. Credit 3.

### **MBA 658 Operational Cybersecurity Mgmt**

Operational Cybersecurity Management: Focuses on developing skills

relative to an understanding of the business risks that exist when proper cybersecurity access controls are not effectively implemented. Students will study breach cases and have the opportunity to interface with security experts to gain an in-depth understanding of current risks, threats, and vulnerabilities organizations face. Lab simulations will be completed and each lab will be analyzed for its meaning and purpose in increasing security knowledge. Students will create a cybersecurity breach report and as a team project create an access control plan with recommendations for overcoming or minimizing cyber breach situations through the use of proper controls, the control framework, lab experiences, and other resources explored in the course. Prerequisite: MBA 656. Credit: 3.

#### **MBA 659 Network Security**

Network Security: In-depth understanding of penetration (pen) testing and "ethical hacking", including requirements and reporting. Examination of the business impact of testing and will conduct security testing (including network and web application penetration testing) in the lab environment including: intelligence gathering, identifying and exploiting vulnerabilities, conducting post-exploitation exercises, and reporting results. Students are required to create a comprehensive report summarizing the findings including recommendations to mitigate the risks identified. Topics will include social engineering, web application testing, managing a security test, and tools of attack. Prerequisite: MBA 656. Credit: 3.

#### **MBA 660 Strategic Planning & Implementation**

Strategic Planning & Implementation: This course integrates many of the student's academic and professional experiences to focus on the strategic planning necessary for an organization to define and achieve its overall objectives. The course includes discussion of cases and a project. The ability to identify issues and problems and to develop management strategies for an organization is emphasized. Prerequisites: MBA 600 or 602, 605, 615, 625, 630 and 635. Credit: 3

#### **MBA 662 Advanced Managerial Finance**

Advanced Managerial Finance: This course provides an in-depth study of financial theory, analysis and application in selected areas. Topics include advanced financial analysis, economic value added, estimation of free cash flows, corporate valuation using free cash flows, risk and return, project-specific cost of capital, capital budgeting applications, capital structure theory and policy, dividend policy, share repurchases, and mergers and acquisitions. Students will apply theoretical concepts learned in course lectures to real-world case analyses. Prerequisite: MBA 635. Credit: 3

#### **MBA 663 Investment Analysis**

Investment Analysis: This course includes the study of capital market theory, the balance between risk and return, rates of return required by investors and the study of betas in the capital asset pricing model, all examined from the viewpoint of the private investor. Prerequisite: MBA 630 and 635. Credit: 3

#### **MBA 664 International Financial Management**

International Financial Management: This course covers international financial management topics including exchange rate determination, interest rate parity and purchasing power parity relationships, international Fisher Effect, transaction and operating exposure, forward markets, hedging with futures and options, international financial markets, and international cost of capital, capital budgeting, and capital structure. Prerequisites: MBA 635 and 640. Credit: 3

#### **MBA 665 Futures and Options**

Futures and Options: This course focuses on the financial derivatives known as options and futures. Topics include the long and short positions in calls and put options, valuing options using the Black-Scholes-Merton option pricing model, the "Greeks" of options including delta, gamma, vega, and theta, put-call parity, covered call options, options combinations and spreads, forwards and futures markets, arbitrage conditions for options and futures, credit derivatives, comparing hedging strategies for options and futures, using financial engineering with futures contracts to adjust characteristics of stock and bond portfolios, basics of swaps markets, and swaptions. Emphasis is

placed on the use of derivative contracts for hedging and speculative purposes. Prerequisite: MBA 635. Credit: 3

#### **MBA 672 Introduction to Coaching Theories**

Introduction to Coaching Theories: This course examines organizational change and surveys the foundational disciplines on which the practice of organizational coaching is based, as well as, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Cross-listed with TOD 625. Prerequisite: None. Credit: 3

#### **MBA 673 Advanced Coaching Theories**

Advanced Coaching Theories: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Cross-listed with TOD 634. Prerequisite: MBA 672. Credit: 3

#### **MBA 674 Coaching Practicum**

Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Cross-listed with TOD 636. Prerequisite: MBA 672 and MBA 673 with a grade of B or higher. Credit: 3

#### **MBA 675 Talent Management**

Talent Management: One of the primary responsibilities of human resources and managers at all levels is managing talent throughout the employee lifecycle. Human resource management spans the employee life-cycle and requires a keen awareness of individual and organizational issues and strategies. Topics covered include recruitment, selection, on-boarding, career planning, job/competency analysis, performance management, development, retention, retirement, voluntary and involuntary separation, downsizing, and labor-management relations. Cross-listed with TOD 635. Prerequisite: None. Credit: 3.

#### **MBA 680 Cont Leadership: Theory/Application**

Contemporary Leadership: Theory and Application: This course provides knowledge and skills to be effective leaders and contributors in the creation and evolution of successful organizations. Students critically examine a wide-range of classical and contemporary leadership theories and practices to analyze and lead today's successful companies. Additionally, students determine key factors involved in sustaining organizations. Cross-listed with TOD 650. Prerequisite: MBA 600 or MBA 602. Credit: 3

#### **MBA 681 Prin Talent and Org Development**

Principles of Talent & Organization Development: This course provides an overview of talent and organization development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intra-group interventions as coaching, process consultation, teaming, and behavior modeling. Cross-listed with TOD 605. Prerequisite: None. Credit: 3

#### **MBA 682 Organizational System Change**

Organizational System Change: Building on MBA 681, this advanced graduate seminar explores cutting practices and findings in the field of organization development. Students participate in an applied OD effort that includes data collection and analysis, and client feedback. Special attention will be paid to the impact of emerging trends such as innovation and complexity theory on best practices in change

management. Cross-listed with TOD 610. Prerequisite: MBA 620 or 681. Credit: 3

#### **MBA 683 Conflict and Negotiation**

Conflict and Negotiation: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. Cross-listed with TOD 632. Prerequisite: None. Credit: 3

#### **MBA 684 Transformational Change**

Transformational Change: Transformational Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective papers and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. Cross-listed with TOD 646. Prerequisite: None. Credit: 3

#### **MBA 685 Management Consulting**

Management Consulting: This course introduces the concepts, methods, skills, and attributes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. Cross-listed with TOD 644. Prerequisite: MBA 620 or 681. Cross-listed with TOD 644. Credit: 3

#### **MBA 686 Interpersonal and Group Dynamics**

Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. Prerequisite: None. Cross-listed with TOD 620. Credit: 3

#### **MBA 687 Entrepreneurship: New Venture**

Entrepreneurship: New Venture Creation: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure. The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. Cross-listed with TOD 638. Prerequisite: MBA 551, 552 and 553. Credit: 3

#### **MBA 688 Global Business Strategy**

Global Business Strategy : This course provides an overview of the opportunities, problems, and techniques involved in developing and implementing business strategy in an international context. Students will analyze frameworks and strategic tactics for effective transnational operations and develop recommendations for entering new markets. Prerequisite: MBA 551, 552, 553 and 640. Credit: 3.

#### **MBA 689 Creative Connections**

Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has

explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Cross-listed with TOD 648. Prerequisite: None. Credit: 3

#### **MBA 690 Topics in Business Administration**

Topics in Business Administration: Special topics courses will be offered on a regular basis and may vary by term. This course may be repeated up to 6 credits and count toward elective courses. Prerequisite: None. Credit: 3

#### **MBA 691 International Experience**

International Experience: During this course, students participate in a "hands-on" OD effort in collaboration with an international OD program in a country or countries in Europe, Asia, Africa, Latin America, or North America. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. Cross-listed with TOD 652. Prerequisite: None. Credit: 3

#### **MBA 692 Internship**

Internship: Students participate in in-depth academic coursework and onsite internship work in order to further connections between the workplace, industry trends and professional development. Students are expected to complete 43 onsite internship hours per credit hour in addition to coursework. The supervising faculty member and the director of the graduate programs must approve a course plan. This course may be repeated for up to 6 credits. No more than 3 credits may be applied to the elective requirements for the degree. The internship may not exceed 20 hours per week and may not be completed in the eight-week format. Prerequisites: Completed at least 6 credits in the degree and maintained a 3.0 or higher GPA. Credit: 1-3

#### **MBA 693 Cross-Cultural Management**

Cross-Cultural Management: This course provides an overview of opportunities, problems, and techniques involved in managing organizations in a cross-cultural context. Students will utilize frameworks and tools to assess the impact of skills, behaviors and management style on cross-border interactions and operations. Students will develop plans for individuals and organizations in cultivating a global mindset for effective leadership across cultures. Cross-listed with TOD 624. Prerequisite: None. Credit: 3.

#### **MBA 695 Independent Study**

Independent Study: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must complete and have approved a proposal for an Independent Study prior to registration for this course. This course may be repeated for up to 6 credits. Credit: 1-3

### **MANAGEMENT**

#### **MGT 303 Introduction to Entrepreneurship**

Introduction to Entrepreneurship: This course examines the skills, concepts, mental attitudes, and knowledge relevant to creating and managing a new venture. The capabilities gained apply to potential entrepreneurs interested in starting a new business, as well as to those interested in taking over an existing business. The course looks at the nature of the entrepreneur, the entrepreneurial process, and some of the critical ingredients in success and failure. In particular, it examines the driving forces behind the process, namely the founders and the marketing opportunities. Prerequisite: Sophomore standing. (Offered fall term.) Credit: 3

#### **MGT 330 Human Resource Management**

Human Resource Management: This course is a study of the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which will affect the personnel function are considered. Prerequisite: None. (Offered summer term.) Credit: 3



**MGT 333 Principles of Management**

Principles of Management: This is a basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management, contemporary models of organizational design; motivation and performances; and group behavior and influence processes. Prerequisite: Sophomore standing. (Offered fall, spring, and summer terms.) Credit: 3

**MGT 335 Creativity and Ideation**

Creativity & Ideation: This course focuses on the front end, or idea generation, of the innovation process. Students engage in readings, research, collaboration, in-class activities, and outside of class activities to explore and develop their creative senses. Primary course goals include understanding factors that may hinder creative efforts as well guiding the cultivation of creative thinking approaches that can lead to novel, user-focused, and implementable products, services, and businesses. Prerequisite: None. (Offered every fall term.) Credit: 3

**MGT 345 Leadership**

Leadership: This course provides an introduction to leadership. Course discussion will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. Course fee applies. Prerequisite: MGT 203. (Offered fall and spring term.) Credit: 3

**MGT 370 Cross-Cultural Management**

Cross-Cultural Management: This course is designed and developed to provide students an understanding of cultural differences and the means for managing these differences in international and multi-cultural business environments. The course will focus on developing intercultural intelligence (interpersonal approaches and skills) for managing within the overall global economy. Topics covered will examine the meaning and dimensions of culture, comparative international management and leadership styles, managing cross-cultural communications including negotiations, decision-making, ethics and global team management. Prerequisite: Sophomore Standing. (Offered every fall term.) Credit: 3

**MGT 380 Applied Decision Making**

Applied Decision-Making: The course explores decision-making at the individual team, and organizational levels. By gaining awareness and understanding of cognitive biases and influences, the course aims to improve decision-making at all levels. For organizational decision making, a variety of stakeholders' perspectives are considered to address the potential impacts of decision. Students are armed with a weighted decision-making approach, which allows for inclusion of both quantitative and qualitative factors. An applied project is required component of the course, in which students are working on a business situation that explores the realities of organizational decision-making. Prerequisites: MGT 203. (Offered every fall and spring term.) Credit: 3

**MGT 385 Leading Change/Managing Human**

Leading Change and Managing Human Capital in Organizations: This course explores methods for promoting strategic change in organizations, and overviews key topics related to managing a diverse employee base. The course examines change frameworks, barriers to change and how to overcome them, ways to promote cultural change, build a shared vision for change, personal change styles, political and emotional implications of change, ways to promote innovation and embrace strategic experimentation, and develop internal communication plans and networks that facilitate change. The course also describes considerations in managing across borders and a diverse workforce, as well as human resource implications such as performance management and foundational human resource laws. An applied project is a required component of the course, in which students are working on a business situation that explores the realities of organizational decision-making. Prerequisites: MGT 203. (Offered

every fall and spring term.) Credit: 3.

**MGT 421 Organizational Behavior**

Organizational Behavior: An examination of the behavioral aspects of organizations within our society. This course includes consideration of the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity and norms; interpersonal communication; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: None. (Offered every spring term.) Credit: 3

**MGT 435 Current Topics: Entrepreneur/Innov**

Current Topics in Entrepreneurship & Innovation: This class is a study of innovation and its impact on organizations and entrepreneurship. The course will focus on innovation and entrepreneurship theories and concepts, which will be discussed with real life examples and cases. Practicing entrepreneurs and experts will speak to emerging topics in the innovation and entrepreneurial space. This class can include field work that provides opportunities to witness the principle in action within a local Charlotte business. Prerequisite: MGT 303. (Offered every spring term.) Credit: 3.

**MGT 445 Pract:Entrepreneurship/Innovation**

Practicum: Entrepreneurship and Innovation: This is an application-based experiential learning course, which builds on business plan ideas developed in MGT 303 (Introduction to Entrepreneurship). The practicum course design focuses on entrepreneurial leadership skills, strategic business planning, exploring funding options, professional communication, and development of formal business plans. Students will work with the instructor(s) of record, other faculty, Entrepreneurial Leadership Circle (ELC) members, as well as other entrepreneurs and business leaders. Deliverables include a formal business plan presentation and submission to investors and entrepreneurs. Students should be self-motivated and leverage course resources to prepare for major course deliverables and moving their businesses forward. The application can be accessed via the following link: [https://mccollschoolofbusiness.formstack.com/forms/mgt445\\_student\\_application](https://mccollschoolofbusiness.formstack.com/forms/mgt445_student_application) Prerequisite: MGT 303. (Offered every spring term.) Credit: 3.

**MASTER OF HEALTH ADMINISTRATION****MHA 500 Health Services and Delivery**

Health Services Organization and Delivery: This course introduces students to the structure and functions of the U.S. Health Care System - historical, current, and future: at local, regional, state, and national levels. Three recurring and foundational issues of access, cost, and quality will be studied. Students will analyze the interfacing roles between the various health care delivery structures: stakeholders, healthcare resources, types of health services, industries, health services financing, healthcare coverage, special populations needs, and critical issues in health services. Students will examine the interaction between government organizations and each stakeholder group. A framework for critical analysis of the healthcare system will be provided. (Offered Fall, Spring, Summer) Credit: 3

**MHA 530 Organizational Behavior in HCO**

Organizational Behavior in Healthcare Organizations: This course provides students with an opportunity to explore organizational theory and behavior within the context of the healthcare environment. This course provides an analysis of how a mission of care and service impact corporate culture, interaction, and behavior within a healthcare organization. Health care organizations will be viewed from the societal, organizational, group, professional, and individual levels. In this course, students will focus on practical applications of theories and concepts of behavior within health care organizations. Pre-requisite MHA 500. (Offered Fall, Spring Summer) Credit: 3

**MHA 600 Financial Management I**

Financial Management I: This course focuses on the accounting and financial management principles and concepts relevant to healthcare, health services, and public health organizations. This course gives a graduate-level introduction into budgeting, cost determination, and reimbursement in healthcare settings. This class is cumulative with



Financial Management II. Students will write an organizational financial assessment and plan for an organization at the end of the Finance II. Pre-requisite MHA 530. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 610 Financial Management II**

Financial Management II: This course builds on Financial Management I. This course provides an in-depth understanding of the financial management of health services for decision-making with emphasis on third-party payers, financial statements, capital investments, debt and equity financing, and capital budgeting. The organizational financial assessment and plan will be completed at the end of the course. Pre-requisite: MHA 600 (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 620 Management and Human Resources**

Management and Human Resources for Healthcare: This course focuses on understanding human resource management and its impact on organizational decision-making. This course explains the theory, law, and practice of human resource management in both public and nonprofit agency sectors as they relate to healthcare and health services delivery personnel. Students will discuss and differentiate the theoretical and practical issues that leaders, managers, and human resources managers utilize in daily operations. Students will explain the interface between human capital, human capital management, and operational functions as they deal with individuals, work teams, and the goals of organizations, communities, and society. Students will describe the human resource trend of moving from a "custodial" function focused on compliance, to moving towards incorporating strategic functions and processes that contribute to achievement of an agency's mission, goals, and objectives through employee selection, retentions, engagement, and leadership. Pre-requisite: MHA 500. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 625 Quality Improvement in Healthcare**

Quality Improvement for Healthcare: This course provides fundamentals and tools for assessing, evaluating, and managing the operational processes of defining, assuring, and measuring quality and quality outcomes within an organization. Students will develop and enhance skills in leadership, communication, organizational design, continual quality improvement, outcomes manager, root cause analysis, data design, and analysis. The roles of The Joint Commission, Baldrige, and other quality monitoring agencies will be studied as well as current issues and evaluation tools with healthcare delivery. Pre-requisite: MHA 500. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 630 Managerial Epi, Research & Stats**

Managerial Epidemiology Research and Statistics: This course provides a synthesis of epidemiology as it pertains to identifying, understanding, and managing health and factors that influence outcomes for patients and communities. Students will learn about evidence-based medicine, clinician roles, systems analysis, public health, and disease prevention. Pre-requisite MHA 500. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 635 Clinical Issues in HSM**

Clinical Issues in Health Services Management: This course allows students to gain clinical knowledge and competencies in areas important to stakeholders' in healthcare organizations. Students will analyze the effects of environment, policies, insurance, and reimbursement on physicians, patients, healthcare workers, managers, administrators, and employers. Relationships, expectations, outcomes, social media, technologies, and health literacy are included as part of the environment. Pre-requisite MHA 625. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 640 Healthcare Economics and Policy**

Healthcare Economics and Policy: This course enables students to interpret policy and decisions that can impact an organization's performance from the economic and policy contexts. The course provides an application and understanding of how economic models, demand, supply, decision architecture, and policy affect the medical economy. Influences on demand, especially related to health status, insurance coverage, and income will be analyzed. The impact of

market decisions on healthcare services pricing will be evaluated. This evaluation will include pharmaceuticals, genomics, medical devices, biotechnologies, and the government as demander and payer of medical care services. Pre-requisite: MHA 635. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 645 Healthcare Law and Ethics**

Healthcare Law and Ethics: This course explores the legal, political, social, and ethical issues encountered by healthcare professionals and organizations. Topics include government regulation of healthcare providers, patient consent, human reproduction, privacy, confidentiality, tax-exemption, antitrust, inurement, fraud, abuse, abortion, terminal care, mental health, health information management, and individual vs. society benefit. Students will analyze legal and ethical healthcare resources by engaging in interactive discussions and informative research. Pre-requisite MHA 640. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 650 Healthcare Information Systems**

Healthcare Information Systems: This course provides an overview of various types, uses, and trends of health information technology. This course will help students to develop an understanding of the systems and the use of health information that is used to assist with corporate strategy, project management, population health, and patient care. Emphasis will be placed on case studies of systems utilized in areas such as patient-care, clinical decision-support, disease and demographic surveillance, imaging, simulation, safety, and environmental assessments. Fundamentals of proposing, reporting, and refereeing evaluation studies are covered. Legal and ethical issues related to training, security, confidentiality, and the use of informed consent will also be addressed. Pre-requisite MHA 645. (Offered Fall, Spring, Summer) Credit: 3

#### **MHA 680 Strategic Planning for HCO**

Strategic Planning for Healthcare Organizations: This course is designed to provide students with the capstone opportunity to apply the theories, models and techniques acquired in preceding courses. Students will write both strategic and marketing plans for an organization. The plans will include human resources, financial, information system, planning, and operational responses to mission, market, and community need. Pre-requisite MHA 650. (Offered Fall, Spring, Summer). Credit: 3

### **MARKETING**

#### **MKT 340 Principles of Marketing**

Principles of Marketing: This is a study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of individual consumer and societal wants and needs. Prerequisite: sophomore standing. (Offered fall, spring, and summer terms.) Credit: 3

#### **MKT 350 Promotion Management**

Promotion Management: This course is a study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of the overall marketing strategies and budgets. Prerequisite: MKT 340. (Offered as needed.) Credit: 3

#### **MKT 351 Consumer Behavior**

Consumer Behavior: This course provides an overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services. Prerequisite: MKT 340. (Offered fall term.) Credit: 3

#### **MKT 452 Marketing Management**

Marketing Management: Using the case analysis method, marketing strategies used by management are examined under a variety of circumstances and within a variety of business and organizational

settings. Prerequisite: MKT 340 with a grade of C or higher. (Offered spring term.) Credit: 3

#### **MKT 453 Marketing Research**

Marketing Research: This course is an introduction to the research and methods used in the marketing process. Areas given emphasis include sources of marketing data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. Prerequisite: MKT 340 with a grade of C or higher and MAT 112 or 130. (Offered fall term.) Credit: 3

#### **MKT 455 Sales Management**

Sales Management: This course focuses on the fundamentals of sales management with an emphasis on the management of professional consultative selling personnel. Since selling is an essential key to success in the marketing process, understanding how to manage sales personnel through understanding the personal selling process and how to motivate sales personnel is essential for all marketers. The course combines recitation, case study, and applied experiential learning. Prerequisite: MKT 340. (Offered spring term.) Credit: 3

#### **MKT 460 Digital Marketing**

Digital Marketing: This course focuses specifically on techniques for developing and for implementing electronic digital-based marketing strategies. Strategic marketing techniques such as data analysis, positioning, and segmentation are critical components of such electronic strategies. Prerequisite: MKT 340. (Offered every fall term.) Credit: 3

#### **MKT 465 International Marketing**

International Marketing: This course examines the complexities of competing within international markets. The course focuses heavily on the marketing implication of international culture, legal, and currency effects. The course will focus in international strategic marketing decisions. Prerequisites: MKT 340 and BUS 365. (Offered every spring term.) Credit: 3

#### **MULTIMEDIA STORYTELLING**

##### **MMS 101 Intro to Multimedia Storytelling**

Intro to Multimedia Storytelling: This course examines the processes of communication and multimedia storytelling and serves as a survey of all the Knight School offerings to aid students in making the best selection to suit their interests. The course includes such topics as perception and listening; the development, dissolution and maintenance of relationships; group decision making; public persuasion and mediated communication. This course also introduces students to the tenets, principles, and practice of multi-media storytelling, from podcasts and photo essays to vlogs and online videos. It highlights the dynamic relationship between the media and the medium, and the people who create and consume it. This course serves as the writing-intensive requirement for the major. (Offered every fall and spring term.) Credit: 4

##### **MMS 210 Digital Media Production**

Digital Media Production: This introductory course will lay the groundwork for students studying digital media. Students will learn how to create engaging digital media with a purpose of informing audiences who may view the material via social networks or websites. Students will demonstrate a basic knowledge of cinematography, editing, animation, sound, website design and electronic media organization by applying skills learned in course assignments and workshops. (Offered every fall and spring term.) Credit: 4

##### **MMS 213 Practicum: Queens Student Media**

Practicum in Student Media: This course is a hands-on practicum in content conception, production, editing, promotion, and management. Students will conceive, develop, and manage content for The Queens Chronicle, Project Airwaves, and the Queens Current mobile app, and learn foundational elements of editing, content management, and content promotion. May be repeated for credit. (Offered every fall and spring term.) Credit: 2

##### **MMS 219 Principles/History of Journalism**

Principles and History of Journalism: This study explores the culture, values and practices of American journalism -- past, present and emerging. It also examines the vital role journalism plays in a free and open society. The class will retrace pivotal moments in journalism history, both positive and negative. It will draw from those moments insights into how journalism is practiced today, and how society might expect it to evolve in years to come. (Offered every fall term.) Credit: 4

##### **MMS 220 News Writing and Reporting**

News Writing and Reporting: This course teaches the fundamentals of reporting, writing and producing the news across multiple platforms. Students will learn the basic skills necessary to report and write news stories featuring multiple sources. Topics include news judgment, ethics, interviewing, story forms, content organization and the basic use of public records. Students will learn how to illustrate a story through short-form video and still photos. They will also be introduced to methods that maximize audiences through social media and search engine optimization. (Offered every fall term.) Credit: 4

##### **MMS 231 The Cinematic Arts**

The Cinematic Arts: This course immerses students into the art of cinematic storytelling and explores a range of narrative and non-fiction forms and techniques. With an emphasis on classical Hollywood cinema, students study the visually compelling rules and language that govern cinematic communication. (Offered every fall term.) Credit: 4

##### **MMS 301 Media Theory and Criticism**

Media Theory & Criticism: This course examines the media through select theories & perspectives. It analyzes media artifacts through a critical-cultural lens and emphasizes how power and ideologies are embedded within the media texts we consume (as the audience) and create (as producers). Prerequisite: COM 101 or MMS 101. (Offered every spring term.) Credit: 4 hour

##### **MMS 316 Entrepreneurial Journalism**

Entrepreneurial Journalism: As the needs and preferences of consumers leap forward with technology, many students of journalism will go on to create their own jobs by conceptualizing and launching new products and services. Students in this course will be taught the principles of human-centered design and how to apply them in support of the principles of journalism through new ventures. They will learn how to research the field for the interests and needs of news consumers, design a product or service to meet a specific need, build a business plan, create a prototype and present it to prospective audiences. Prerequisite: MMS 101 and MMS 220 or COM 101 and MMS 220. (Offered every fall term.) Credit: 4

##### **MMS 319 Data-Driven Journalism**

Data-Driven Journalism: Increasingly, the most important, and least accessible, stories that the public needs told are buried in the numbers. Public and private institutions amass billions of bits of information that are potentially available for analysis. This course will teach students how to collect and interpret such data in ways that are valuable for use in news stories. They will become familiar with computer-assisted reporting tools, learn how to use them for news-gathering purposes and produce one or more publishable stories based on data they have extracted, cleaned and analyzed. Prerequisite: MMS 101 and MMS 220 or COM 101 and MMS 220. (Offered every spring term.) Credit: 4

##### **MMS 324 Studies in New Media**

Studies in New Media: With an emphasis on ethics and civic responsibility, the course investigates how new media both solve and create problems for the people who use these emerging communication technologies. Topics may include hacking, online dating & privacy, augmented reality, and gaming. The course also addresses the arguments, history, and laws specific to the field of new media. Prerequisite: COM 101 or MMS 101. (Offered every odd fall term.) Credit: 4

##### **MMS 329 Sports Reporting**

Sports Reporting: Sport reporting requires specific kinds of news collection and analysis skills, whether stories are delivered through still

or motion digital production, audio production, or print driven media. This course will identify the kinds of stories sports generate, whether amateur or professional, from heartening to criminal. This course examines how to cover the "sports beat", write sports stories and support multimedia sports stories with digital media, photos and videos. Prerequisites: MMS 210 and MMS 220 or COM 101 and COM 210. (Offered every spring term.) Credit: 4

#### **MMS 348 Popular Culture**

Popular Culture: Popular culture is the culture known and shared by most people in a society. In this course, students will investigate the mass media and contemporary forms of popular culture in the United States and what these say about American society, will look at the elements of American popular culture that have made their way into other societies across the globe, and will come to understand what popular culture says about values, beliefs, and norms of American culture and others. Pre-requisite: MMS 101 and MMS 301 or COM 101 and MMS 301. (Offered every even spring term.) Credit: 4

#### **MMS 359 Social Media and Audience**

Social Media & Audience: This course explores strategies for developing, maintaining, and engaging audiences through social and participatory media. Students will examine the zones of social community, social publishing, social commerce, and social entertainment as outlets for social media consumption and creation. In addition, students will investigate the motivations, perceptions, and behaviors of audiences, and learn how to gather data and assess metrics for audience analysis. Students in this course will produce content for social media, audit its effectiveness, and assess personal, publishing, entertainment, and organizational storytelling through social media. Prerequisite: COM 101 or MMS 101. (Offered every fall and spring term.) Credit: 4

#### **MMS 364 Media Law and Ethics**

Media Law & Ethics: This course analyses media policies and practices with respect to their political and practical generation, Constitutional foundation, ethical enactment and social impact, including such topics as government regulation of the media, the influence of pressure groups, media influence and libel and privacy laws. Prerequisite: COM 101 or MMS 101. (Offered every fall term.) Credit: 4

#### **MMS 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in MMS 399. The total number of hours for MMS 398 and MMS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **MMS 399 International Experience**

International Experience: The international experience component of MMS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for MMS 398 and MMS 399 cannot exceed four total hours. Prerequisite: completion of MMS 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **MMS 410 Adv Reporting and Editing**

Advanced Reporting and Editing: This course significantly builds on the reporting and writing foundation established in MMS 204. Students will learn the skills and judgment necessary to produce significant enterprise journalism, with an emphasis on investigative and explanatory journalism. They will be introduced to the fundamentals of computer-assisted reporting and other research tools necessary for in-depth stories. They will acquire skills necessary for in-depth interviews, development of sources and the advanced use of public records. Students will learn all stages of a multimedia project (from concept to publication), and will also experience working with a team of journalists toward a common goal. Prerequisite: MMS 101 and MMS 220 or COM 101 and MMS 220. (Offered every spring term.) Credit: 4

#### **MMS 470 Advanced Digital Media Production**

Advanced Digital Media Production: Students in this course will demonstrate an advanced knowledge of cinematography, sound and electronic media organizations. Course activities include hands-on demonstrations, production assignments, critiques, and a portfolio of digital media artifacts. Prerequisites MMS 101 and MMS 210 or COM 101 and MMS 210. (Offered every spring term.) Credit: 4

#### **MMS 495 Storytelling Capstone**

Storytelling Capstone: Taken during the senior year, students will engage in a culminating experience by preparing a project in their chosen concentrations under the supervision of a faculty member. The capstone is intended to showcase student work in the program up to the final year. Prerequisite: senior standing with no fewer than 8 credit hours outstanding in the major. (Offered every fall and spring semester.) Credit: 4

#### **MUSIC THERAPY**

##### **MTH 121 Prof Found of Music Therapy I**

Professional Foundations of Music Therapy I: This course provides an introduction to the field of music therapy encompassing an overview of the history of the profession, clinical populations served by music therapists, clinical responsibilities, code of ethics, basic observation and assessment skills, examples of techniques/interventions, and simple behavior management techniques. Open to all students. Prerequisite: None. (Offered every fall and spring terms.) Credit: 1

##### **MTH 122 Prof Found of Music Therapy II**

Professional Foundations of Music Therapy II: This course provides foundational knowledge about music therapy processes, musical expectations in therapy, time-management and organizational skills for therapists. Students will be introduced to different approaches in music therapy, research in music therapy, handling musical instruments, and using technology in therapy. Prerequisite: None. (Offered every spring term.) Credit: 1

##### **MTH 131 Entry Level Field Studies I**

Entry Level Field Studies I: Entering music therapy majors will have weekly experience with a client in the on-campus clinic. Responsibilities include observing sessions, completing entry level documentation, and assisting the lead therapist. The students will also meet once a week with their cohort to discuss observations and explore beginning clinical skills. Non-majors concurrently enrolled in MTH 121 may enroll without leadership responsibilities. (Offered every fall term) Credit: 1

##### **MTH 132 Entry Level Field Studies II**

Entry Level Field Studies II: Music therapy majors will have weekly experience with a client in the on-campus clinic. Responsibilities include assessing, observing, treatment planning, evaluating progress, and leading or co-leading sessions. Prerequisite: Music Therapy major or permission of instructor. (Offered every spring term) Credit: 1

##### **MTH 150 Beginning Guitar**

Beginning Guitar: Two weekly sessions of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major, who must pass a separate proficiency exam in this instrument before graduation, and targets functional skills for use in a clinical setting. Prerequisite: Music Therapy major or permission of the instructor. (Offered every spring term) Credit: 1

##### **MTH 160 Voice Class for Instrumentalists**

Voice Class for Instrumentalists: This course focuses on the training, conditioning and maintaining of the vocal instrument through relaxation techniques, vocalization and lifestyle evaluation. Students will build a practice routine and prepare standard classical and popular repertoire for vocalists. Prerequisite: None. (Offered every fall term) Credit: 1

##### **MTH 161 Voice Class**

Voice Class: This course focuses on the vocal skills needed to be a professional music therapist. Students will work on performance skills;

maintaining vocal technique and musical skills while accompanying themselves on piano and guitar; and will build repertoire in various popular styles. Repeatable for a total of 2 hrs. Prerequisite: MTH 160 or voice as a primary instrument. (Offered every spring term.) Credit: 1

#### **MTH 185 Improvisation Ensemble**

Improvisation Ensemble: This course provides experience in live music-making under a variety of improvisational styles. Students will increase their comfort level in using their vocal skills and playing a variety of instruments (including their primary) both with and without music in front of them. Repeatable for a total of 6 hrs. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. (Offered every fall and spring term) Credit: 1

#### **MTH 221 App Techniques for Music Therapy I**

Applied MT Techniques I: Emphasis will be placed on treatment planning (including assessment, evaluation, interventions, techniques, and termination) for: children/adults with developmental delays, and adults with memory impairments. Students will learn to design therapeutic applications for individuals in home-based, early intervention, schools, day or residential facilities. (Offered every fall term) Credit: 2

#### **MTH 222 App Techniques for Music Therapy II**

Applied MT Techniques II: Emphasis will be placed on treatment planning (including assessment, evaluation, interventions, techniques, and termination) for children/adults in medical setting and with people diagnosed with psychiatric disorders. Students will learn to design therapeutic applications for individuals and groups in hospitals, hospice, and outpatient settings. (Offered every spring term) Credit: 2

#### **MTH 231 Entry Level Field Studies III**

Entry Level Field Studies III: Students continue to work with individual clients in the on-campus clinic while also working in community settings with populations studied in the Applied Techniques courses. (Offered every fall term) Credit: 1

#### **MTH 232 Entry Level Field Studies IV**

Entry Level Field Studies IV: Students continue to work with individual clients in the on-campus clinic while also working in community settings with populations studied in the Applied Techniques courses. (Offered every spring term) Credit: 1

#### **MTH 250 Percussion Techniques for Therapy**

Percussion Techniques for Therapy: Students will gain experience with techniques of playing, teaching, and leading rhythms on a wide spectrum of percussion instruments. One weekly 75 minute session. May not be repeated for credit. (Offered every fall term) Credit: 1

#### **MTH 260 Functional Guitar I**

Functional Guitar I: Two weekly sessions of 50 minutes in which students apply the basic fundamentals of guitar playing. Special emphasis will be placed on repertoire building, stylistic right-hand technique, and harmonizing by ear. This course is specifically designed for the music therapy major, who must pass a proficiency exam in this instrument before graduation, and targets functional skills for use in a clinical setting. Prerequisite: MTH 150, guitar primary or permission of the instructor. (Offered every fall term) Credit: 1

#### **MTH 261 Functional Guitar II**

Functional Guitar II: Two weekly session of 50 minutes in which students develop repertoire and practice transcribing, arranging, and performing non-standard repertoire. All music therapy majors must pass this course or a placement examination with a grade of C or better. Repeatable for a total of 2 hrs. Prerequisite: MTH 260 or permission of instructor. (Offered every spring term.) Credit: 1

#### **MTH 305 Independent Study in Music Therapy**

Independent Study in Music Therapy: Independent investigation of a topic through a program of directed readings or a research project. Requires prior approval of the supervising professor and the Program Director. Prerequisite: MTH 121. (Offered as needed) Credit: 1-4

#### **MTH 310 International Experience in MT**

International Experience in Music Therapy: This course will explore historical, philosophical, and cultural contexts for music therapy in the U.S. and abroad. Students may take this course as a companion to traveling for a specific international experience which may be offered through the Center for International Education. Music therapy students completing an internship abroad (note this does not fulfill the music therapy internship requirement) may use this number to register for the experience and to complete a preparatory curriculum with the permission of the Program Director. (Offered as needed) Credit: 1-3

#### **MTH 315 Topics in Music Therapy**

Topics in Music Therapy: This course will explore physiological and psychological effects of music, age-related literature, or music as an avocational interest. Specific topics are announced annually and are open to all majors. May be repeated for credit under different titles. Repeatable for a total of 9 hrs. Prerequisite: None. (Offered as needed) Credit: 3

#### **MTH 320 Psychology of Music**

Psychology of Music: In this course we will explore aspects of current research related to the psychology of music including psychophysiological responses and neuroscience. Music is studied as a phenomenon of human behavior. Topics include study of divergent views of musical preference, motivation, ability, and music learning, aspects of cognitive perception of music, music and human brain, and the social psychology of musical activities. This course may be taken as a QLC. (Offered every spring term) Credit: 4

#### **MTH 321 Applied Techniques III**

Applied Techniques III. Emphasis in this course is on treatment planning and implementation (including assessment, evaluation, selection of interventions and treatment techniques, termination) for: mental health. Students will learn to design therapeutic applications for individuals and groups in acute behavioral health, inpatient and outpatient partial hospitalization, and community mental health settings (Offered every spring term). Credit: 2

#### **MTH 322 Applied Techniques IV**

Applied Techniques IV. Emphasis in this course is on treatment planning and implementation (including assessment, evaluation, selection of interventions and treatment techniques, termination) for: various medical conditions. Students will learn to design therapeutic applications for individuals and groups in medical settings, hospice & palliative care. (Offered every spring term). Credit: 2

#### **MTH 331 Upper Level Field Studies I**

Upper Level Field Studies I: Students continue to work with individual clients in the on-campus clinic while also working in community settings requiring more responsibility and independence in documenting, assessing, planning, and evaluating. Prerequisite: MTH 231 or MTH 232. (Offered every fall and summer term) Credit: 1

#### **MTH 332 Upper Level Field Studies II**

Upper Level Field Studies II: Students continue to work with individual clients in the on-campus clinic while also working in community settings requiring more responsibility and independence in documenting, assessing, planning, and evaluating. Prerequisite: MTH 231 or MTH 232. (Offered every spring and summer term) Credit: 1

#### **MTH 333 Group Supervision in Music Therapy**

Group Supervision in Music Therapy: Students in this course will explore common issues in upper level music therapy field experience placements including transference/countertransference, interpreting client responses, and group facilitation techniques. Students in this course will explore the influence of their own personality on group leadership and supervision and will begin exploring placement opportunities for the Music Therapy Professional Internship. Co-requisite: MTH 332 or 432. (Offered every spring term) Credit: 1

#### **MTH 361 Functional Piano II**

Functional Piano II: A continuation of MUS 395, this course is especially important to the music therapy student. Special emphasis is



placed on sight-reading, creativity and improvisation. The ability to compose original melodies, accompaniments and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally will be assessed. All music therapy majors must pass this course or a placement examination with a grade of C or better. Repeatable for a total of 2 hrs. Prerequisite: MUS 395. (Offered every spring term.) Credit: 1

#### **MTH 370 Music Therapy Clinical Repertoire**

Music Therapy Clinical Repertoire: This elective course allows students to explore repertoire for music therapy clinical settings to expand their clinical portfolio. . Repeatable for a total of 6 hours. Prerequisite: None. (Offered every fall and spring term.) Credit: 1

#### **MTH 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in MTH 399. The total number of hours for MTH 398 and MTH 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **MTH 399 International Experience**

International Experience: The international experience component of MTH 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for MTH 398 and MTH 399 cannot exceed four total hours. Prerequisite: completion of MTH 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **MTH 420 Research Methods -Clinical Practice**

Research Methods in Clinical Practice: In this course students will experience and compare historical, philosophical, descriptive, and experimental methods of research, both quantitative and qualitative in nature, as they relate to the field of music therapy. Students will complete an original research proposal. This course fulfills the writing intensive requirement for the Bachelor of Music Degree in Music Therapy. Prerequisite: None. (Offered every fall term) Credit: 3

#### **MTH 421 Applied Clinical Research**

Applied Clinical Research: This elective course provides an opportunity for carrying out clinical research proposals from MTH 420. Students in this course will receive private instruction to guide them through research processes including: obtaining ethics board (IRB) permissions, finalizing research methodologies, engaging in data collection and analysis. The goal is to finalize those projects with the purpose of presenting the findings to professional audiences. Prerequisite: MTH 420 Research Methods in Clinical Practice. Repeatable for a total of 4 hrs. (Offered every term.) Credit: 1

#### **MTH 431 Upper Level Field Studies III**

Upper Level Field Studies III: Students will lead and co-lead music therapy sessions in a variety of community settings that require higher level clinical skills with specific emphasis on independence in documenting, assessing, planning, and evaluating. Prerequisite: MTH 331 or MTH 332. (Offered every fall and summer term) Credit: 2

#### **MTH 432 Upper Level Field Studies IV**

Upper Level Field Studies IV: Students will lead and co-lead music therapy sessions in a variety of community settings that require higher level clinical skills with specific emphasis on independence in documenting, assessing, planning, and evaluating. Prerequisite: MTH 331 or MTH 332. (Offered every spring and summer term) Credit: 2

#### **MTH 480 Music Therapy Capstone**

Music Therapy Capstone: This course serves as the capstone course for the music therapy major. The focus of this course is preparation for internship and professional practice. Advocacy, ethical practice, 3rd party billing, establishing a private practice, and certification and renewal will be discussed. Students will prepare for the board certification examination. (Offered every spring term) Credit: 4

#### **MTH 499 Professional Internship in MT**

Professional Internship in Music Therapy: Eligible students are responsible for acquiring acceptance to an AMTA or university approved clinical program. The internship is a six-month, minimum 900 hour, continuous affiliation. The intern will perform assigned music therapy duties under the supervision of an experienced board-certified music therapist. Open to music therapy majors who have completed all course work. May not be repeated. Pass/Fail. Credit: 6

#### **MUSIC**

##### **MUS 010 Concert Attendance**

Concert Attendance: Students are required to attend nine recitals or concerts on the Queens campus during the term. Repeatable for up to eight times. (Offered every fall and spring term) Credit: 0

##### **MUS 011 Concert Attendance**

Concert Attendance: Students are required to attend nine recitals or concerts on the Queens campus during the semester. May be repeated up to four times. (Offered every fall and spring term) Credit: 0

##### **MUS 100 Introduction to Music**

Introduction to Music: Study of the basic materials of music, survey of the important composers and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary for enrollment. Prerequisite: None. Credit: 4

##### **MUS 101 Fundamentals of Music**

Fundamentals of Music: An exploration of the construction, performance, sound, and experience of music. Students will encounter the building blocks of music, including pitch, rhythm, notation, and harmony, in addition to developing their senses as related to music. As an interactive course, students are encouraged to bring their instruments for hands-on demonstration and discovery. This course is appropriate for non-music majors. Previous musical experience is helpful, but not required. Prerequisite: None. Credit: 4

##### **MUS 105 Music Theory & Ear Training I**

Music Theory and Ear Training I: Fundamentals of music theory and ear training will cover the following topics: fundamentals of notation, tonality, scales and modes, triads, seventh chords, figured bass, and intervals as well as an introduction to two-part writing using Species Counterpoint. Ear Training and Aural Skills will introduce the fundamentals of sight singing, interval identification, and dictation in conjunction with the music theory materials. This course is the first of a four-semester sequence for all music majors. Prerequisite: None. (Offered every fall term) Credit: 4

##### **MUS 106 Music Theory and Ear Training II**

Music Theory and Ear Training II: Continuation of MUS 105. Four-part writing in homophonic texture will be introduced that will include the functions of tonic, dominant, and pre-dominant harmonies. Ear Training and Aural Skills will include various identifications of four-part harmony, interval identification, and sight singing in conjunction with the music theory materials. This course is intended for music majors, as part of a four-semester sequence. Prerequisite: MUS 105. (Offered every spring term) Credit: 4

##### **MUS 157 Piano Class I**

Piano Class I: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build techniques, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Prerequisite: None. (Offered every fall term) Credit: 1

##### **MUS 158 Piano Class II**

Piano Class II: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Prerequisite: MUS 157 or by permission of instructor. (Offered every spring term)



Credit: 1

### **MUS 159 Piano Class III**

Piano Class III: Two weekly sessions of 50 minutes in which students are provided with more advanced piano instruction designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Students must pass 80% of the piano proficiency for this course in order to continue in sequence. Prerequisites: MUS 158 or permission of instructor. (Offered every fall term) Credit: 1

### **MUS 160 Piano Class IV**

Piano Class IV: Two weekly sessions of 50 minutes in which students are provided with more advanced piano instruction designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Students must pass 80% of the piano proficiency for this course in order to continue in the sequence. Prerequisite: MUS 159 or by permission of the instructor. (Offered every spring term) Credit: 1

### **MUS 161 C Applied Music--Composition**

Applied Music--Composition: For non-music majors and non-minors. One hour of daily practice required. Course fees apply. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 D Applied Music--Percussion**

Applied Music--Percussion: For non-music majors and non-minors. One hour of daily practice required. Course fees apply. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 G Applied Music--Guitar**

Applied Music--Guitar: For non-music majors and non-minors. One hour of daily practice required. Course fees apply. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 H Applied Music--Harp**

Applied Music--Harp: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 O Applied Music--Organ**

Applied Music--Organ: For non-music majors and non-minors. One hour of daily practice is required. Course fee applies. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 P Applied Music--Piano**

Applied Music--Piano: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 S Applied Music--Strings**

Applied Music--Strings: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 V Applied Music--Voice**

Applied Music--Voice: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 161 W Applied Music--Wind Instrument**

Applied Music--Wind: for non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 167 Beginning Guitar Class**

Beginning Guitar Class: One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is open to all students. Repeatable for a total of 8 hrs. (Offered every fall and spring terms) Credit: 1

### **MUS 175 C Applied Music--Composition**

Applied Music--Composition: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

### **MUS 175 D Applied Music--Percussion**

Applied Music--Percussion: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 G Applied Music--Guitar**

Applied Music--Guitar: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 H Applied Music--Harp**

Applied Music--Harp: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 O Applied Music--Organ**

Applied Music--Organ: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 P Applied Music--Piano**

Applied Music--Piano: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 S Applied Music--Strings**

Applied Music--Strings: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 V Applied Music--Voice**

Applied Music--Voice: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 175 W Applied Music--Wind Instrument**

Applied Music--Wind Instrument: Private instruction for music and music therapy majors or music minors. Repeatable for a total of 16 hrs. (Offered every fall and spring terms.) Credit: 1-2

### **MUS 177 Symphonic Band**

Symphonic Band: This ensemble is open to all Queens University of Charlotte students. Repertoire will include standard band literature with a concert scheduled each term. Prerequisite: by permission of instructor. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1

### **MUS 179 Orchestra**

Orchestra: This ensemble is open to all Queens University of Charlotte students. Repertoire will include literature for string orchestra with a concert scheduled each term. Repeatable for a total of 4 hrs. (Offered every fall term.) Credit: 1

### **MUS 190 Opera Theatre**

Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Repeatable up to four semesters. Credit: 1-3

### **MUS 192 Chamber Ensemble**

Chamber Ensemble: This ensemble is open instrumentation or voice type. Repeatable for a total of 8 hrs. Credit: 1 hr.

### **MUS 193 Guitar Ensemble**

Guitar Ensemble: Study and performance of ensemble music for guitar. Repeatable for a total of 8 hrs. Credit: 1 hr.

### **MUS 194 Jazz Ensemble**

Jazz Ensemble: Study and performance of jazz literature. Repeatable for a total of 8 hrs. Credit: 1 hr.

#### **MUS 195 Zymphony New Music Ensemble**

Zymphony New Music Ensemble: Study and performance of 20th and 21st Century concert music. Repeatable for a total of 8 hrs. Credit: 1 hr.

#### **MUS 196 Choral Union**

Choral Union: A mixed voice, non-auditioned choir open to students, alumni, faculty, staff and outside community members that performs choral music from all styles and time periods, often with professional instrumental accompaniment. All levels of experience are welcome, and no audition is required. Repeatable for a total of 8 hrs. Credit: 1 hr.

#### **MUS 197 Queens Chamber Singers**

Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works, designed for smaller chamber groups, from the fifteenth through the twenty-first centuries. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1

#### **MUS 200 History of Jazz**

History of Jazz: A survey of blues, jazz, and rock 'n roll from the turn of the century to the last few decades of the 20th century. Important artists/composers will be studied and representative examples of the music will be experienced. Prerequisite: None. Credit: 4

#### **MUS 202 History of Musical Theatre**

History of Musical Theatre: This course introduces the elements of music and drama, different styles of dance, and various forms of musical dramas, which influenced the creation of musical theatre in the early 20th century. A survey of musicals, beginning with the landmark work, SHOWBOAT (Kern and Hammerstein), traces the various styles of musicals from the 1920s to modern day. Students are introduced to composers, lyricists and playwrights, who defined the evolution of musical theatre. The course includes attending live productions. Prerequisite: None. Credit: 4

#### **MUS 205 Music Theory and Ear Training III**

Music Theory and Ear Training III: Continuation of MUS 106. Chromatic Harmony will be included in four-part writing of homophonic texture and analysis. An introduction to large forms will include Binary, Ternary, Rounded Binary, Fugue, Rondo, and Sonata forms. Ear Training and Aural Skills will include various identifications of four-part chromatic harmony, interval identification, and sight singing in conjunction with the music theory materials. This course is intended for music majors, as part of a four-semester sequence. Prerequisite: MUS 106. (Offered every fall term.) Credit: 4

#### **MUS 206 Music Theory and Ear Training IV**

Music Theory and Ear Training IV: Continuation of MUS 205. Further chromatic harmony will be included in four-part writing in homophonic texture and analysis as well as various synthetic scales. This course will include an introduction to twentieth-century techniques. Ear Training and Aural Skills will include various identifications of four-part chromatic harmony, interval identification, and sight singing in conjunction with the music theory materials. In addition to aural identification of large forms and popular music forms. Improvisation in jazz and blues styles as well as chromatic solfege will be included in sight-singing examples. This course is intended for music majors, as part of a four-semester sequence. Prerequisite: MUS 205. (Offered every spring term.) Credit: 4

#### **MUS 215 Diction for Singers-Eng/Latin/Ital**

Diction for Singers (English/Latin/Italian): Two 50-minute periods weekly in which students are instructed in use of the International Phonetic Alphabet as well as the correct pronunciation of the English, Latin and Italian languages in relation to singing. Prerequisite: previous vocal training or consent of the instructor. (Offered every fall term.) Credit: 2

#### **MUS 216 Diction for Singers (French/German)**

Diction for Singers (French/German): Two 50-minute periods weekly in which students are instructed in the correct pronunciation of the French and German languages in relation to singing. Prerequisite: MUS 215. (Offered every spring term.) Credit: 2

#### **MUS 271 C Applied Music--Composition**

Applied Music--Composition: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 D Applied Music--Percussion**

Applied Music--Percussion: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 G Applied Music--Guitar**

Applied Music--Guitar: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 H Applied Music--Harp**

Applied Music--Harp: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 O Applied Music--Organ**

Applied Music--Organ: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 P Applied Music--Piano**

Applied Music--Piano: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 S Applied Music--Strings**

Applied Music--Strings: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 V Applied Music--Voice**

Applied Music--Voice: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 271 W Applied Music--Wind Instrument**

Applied Music--Wind Instrument: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

#### **MUS 301 Introduction to World Music**

Introduction to World Music: This course introduces students to the music of non-Western countries/regions, their traditional instruments, a sample of musical events, and listening examples. Students also explore how music fits into each society and make comparisons to their own experiences. Students are taught the basic elements of Western music and given listening examples as a basis for comparison. Also included are experiences in other creative art forms of each country/region such as dance and visual art. Each section concludes with examples of music representing the fusion of each country/region and Western music. (Offered every summer term.) Credit: 4

**MUS 307 Music in America**

Music in America: A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. No musical background necessary. Prerequisite: None. Credit: 4

**MUS 308 Advanced Percussion**

Advanced Percussion: A course designed to develop technique for playing hand drums and small percussion instruments, emphasizing Afro-Cuban and Afro-Brazilian rhythms and patterns. Prerequisite: MTH 250. (Offered every spring term.) Credit: 1

**MUS 310 Conducting**

Conducting: A course designed to develop conducting skills appropriate to the performance of instrumental and choral music. Basic skills covered include the negotiation of various patterns, preparatory beats, cues, releases, etc. Prerequisite: MUS 106. (Offered every fall term.) Credit: 2

**MUS 313 Piano Pedagogy**

Piano Pedagogy: An introduction to piano pedagogy. Piano methods for use in teaching beginning and intermediate students will be examined. Emphasis is placed on student participation and discussion, independent student research, writing, and the development of critical, cognitive, and evaluative aural skills. Writing assignments are required. Prerequisite: None. (Offered every fall term alternating with MUS 314.) Credit: 2

**MUS 314 Piano Literature**

Piano Literature: A survey of keyboard literature from the Baroque period to the Twenty-first Century. Emphasis is placed on independent student research, score analysis, and the development of critical, cognitive, and evaluative aural skills. Brief writing assignments are required. Prerequisite: None. (Offered every fall term alternating with MUS 313.) Credit: 2

**MUS 315 Guitar Pedagogy**

Guitar Pedagogy: An introduction to guitar pedagogy. Emphasis is placed on student participation, discussion, writing, and the development of critical, cognitive, and evaluative aural skills. Prerequisite: None. (Offered fall terms alternating with MUS 316.) Credit: 2

**MUS 316 Guitar Literature**

Guitar Literature: A survey of guitar literature. Emphasis is placed on score analysis and the development of critical, cognitive, and evaluative aural skills. Prerequisite: None. (Offered fall terms alternating with MUS 315.) Credit: 2

**MUS 321 Music History and Literature I**

Music History and Literature I: A detailed study of the evolution of musical styles and forms from the beginning of western music through the Baroque stylistic period. Representative works and composers will be examined as students build a technique for listening analytically and critically. Emphasis is placed on lecture, student research, writing, and the development of critical, cognitive, and evaluate aural skills. Writing assignments, including several brief projects and a research paper, are required. This course fulfills the Writing Intensive requirement for the music major. Required for music majors. Non-majors by permission only. (Offered every fall term.) Credit: 3

**MUS 322 Music History and Literature II**

Music History and Literature II: Continuation of MUS 321, from the Classical stylistic period to the present. This course fulfills the Writing Intensive requirement for the music major. Required for music majors. Non-majors by permission only. (Offered every spring term.) Credit: 3

**MUS 323 Vocal Pedagogy**

Vocal Pedagogy: In this course, students will gain an understanding of the basics of teaching singing, including an introduction to the schools of singing, basic anatomy and physiology, and various methods and models. Students will create instructional materials, such as vocalizes,

pertinent articles, etc. (Offered every fall term alternating with MUS 325.) Credit: 2

**MUS 325 Vocal Literature**

Vocal Literature: This course will be a survey of western solo vocal literature from approximately 1550 to the present, with emphasis on Italian, German, French, English, and American song. Students will learn about important styles and composers of vocal literature and study representative selections of the standard vocal literature through listening assignments, song performances, and other projects. Students will gain a working knowledge of appropriate vocal repertoire for students and various voice types. Prerequisite: MUS 323 or by permission from the instructor. (Offered every fall term alternating with MUS 323.) Credit: 2

**MUS 330 Guitar Seminar**

Guitar Seminar: Performance preparation of repertoire for guitar ensemble. Ensemble literature for guitar will be examined. Elements such as fingerings, dynamic markings, and tempo choices will be discussed. Students will lead group rehearsals and work on conducting. This course partners with the co-requisite course, MUS 185 004 Guitar Ensemble. Repeatable for a total of 8 hours. (Offered every fall and spring terms.) Credit: 2

**MUS 350 Independent Study**

Independent Study: Students who have shown a particular interest in some phase of music may pursue this interest under the guidance of an appointed faculty member. Prerequisite: permission of the department, junior or senior standing, and at least a B average in music studies taken at Queens University of Charlotte. (Offered every fall, spring and summer terms.) Credit: 1-3

**MUS 355 Topics: Music History & Literature**

Topics: Music History and Literature: An in-depth study of a specific musical era or genre. Significant developments, genres and composers will be studied from the social and cultural context. Prerequisite: None. Credit: 2-4

**MUS 360 Music Topics: Style and Substance**

Music Topics: Styles and Substance: An examination of history, theory, or world music. Course may be repeated with different topics. Credit: 2-4

**MUS 365 Topics in Music**

Topics in Music: Intensive consideration of a single area in music that may include composition, music production, recording, music history, theory, history, or any other topic in music. The topics for the course will vary from offering to offering. May be taken three times with different titles. (Offered every spring term.) Credit: 2-4

**MUS 371 D Applied Music--Percussion**

Applied Music--Percussion: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 371 G Applied Music--Guitar**

Applied Music--Guitar: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 371 H Applied Music--Harp**

Applied Music--Harp: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 371 O Applied Music--Organ**

Applied Music--Organ: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 371 P Applied Music--Piano**

Applied Music--Piano: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 371 S Applied Music--Strings**

Applied Music--Strings: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring term.) Credit: 1-2

**MUS 371 V Applied Music--Voice**

Applied Music--Voice: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 371 W Applied Music--Wind Instrument**

Applied Music--Wind Instrument: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring term.) Credit: 1-2

**MUS 395 Functional Piano Class I**

Functional Piano Class I: Includes procedures and skills for proficiency in reading, harmonization and transposition at sight as well as experience in accompanying. Required course for all music and music therapy majors. The class meets for two 50-minute sessions each week. Students may exempt this course by passing an examination. This course must be repeated until required skills are mastered. Prerequisite: Sufficient background in keyboard skills, as determined by the instructor and Piano Proficiency Exam Parts I and II. Repeatable for a total of 2 hrs. (Offered every fall term) Credit: 1

**MUS 396 Half Recital**

Half Recital: The preparation and performance of a half-recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. Prerequisite: permission of the Department. (Offered every fall and spring terms.) Credit: 1

**MUS 398 Topics: International Preparation**

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in MUS 399. The total number of hours for MUS 398 and MUS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. (Offered as needed.) Credit: 1-4

**MUS 399 International Experience**

International Experience: The international experience component of MUS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for MUS 398 and MUS 399 cannot exceed four total hours. Prerequisite: completion of MUS 398 with a grade of C- or better (an average of 70). (Offered as needed.) Credit: 1-4

**MUS 400 Full Recital**

Full Recital: The preparation and performance of a full public solo recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. Prerequisite: by permission of the department. Offered every fall and spring terms.) Credit: 2

**MUS 402 Music Capstone I**

Music Capstone I: This capstone experience is a research-based class that offers students practical experience in researching, writing and

presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with his/her music advisor. Prerequisite: senior standing in the Music major. (Offered every fall term.) Credit: 2

**MUS 403 Music Capstone II**

Music Capstone II: This capstone experience is a research-based class that offers students practical experience in researching, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with his/her music advisor. Prerequisite: MUS 402 and senior standing in the Music major. (Offered every spring term.) Credit: 2

**MUS 455 Seminar in Applied Analysis**

Seminar in Applied Analysis: Independent study and analysis of compositional techniques and formal styles of compositions studied in music literature and applied music classes. Prerequisites: MUS 305, MUS 321 and MUS 322. Credit: 4

**MUS 460 Thesis/Project**

Senior Thesis/Project: Required of all Music majors with a concentration in Piano Pedagogy or Music History. The Pass/Fail will be assigned only after all aspects of the senior thesis/project are completed. Repeatable for a total of 12 hrs. Credit: 4

**MUS 471 D Applied Music--Percussion**

Applied Music--Percussion: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 G Applied Music--Guitar**

Applied Music--Guitar: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 H Applied Music--Harp**

Applied Music--Harp: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 O Applied Music--Organ**

Applied Music--Organ: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 P Applied Music--Piano**

Applied Music--Piano: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 S Applied Music--Strings**

Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 V Applied Music--Voice**

Applied Music--Voice: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2

**MUS 471 W Applied Music--Wind Instrument**

Applied Music--Wind Instrument: Private instruction for the first year of private collegiate study for music or music therapy majors or music minors. Repeatable for a total of 8 hrs. (Offered every fall and spring terms.) Credit: 1-2



**NURSING—RN TO BSN****NRN 301 Health Assessment Across Lifespan**

Health Assessment Across The Lifespan: Focuses on the concept of health and its holistic assessment among healthy individuals and introduces the concepts of evidence-based care, when needed. Selected experiences enable students to integrate knowledge and assessment skills. RN-BSN students only. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every spring term.) Credit: 4

**NRN 310 Nursing: A Practice Discipline**

Nursing: A Practice Discipline: Focuses on the discipline of professional nursing. Concepts relevant to nursing are explored. Prerequisite: Registered Nurse enrolled in RN-BSN or RN-MSN track. Credit: 3

**NRN 375 Health Informatics**

Health Informatics: Familiarizes students with the concepts and theories that form the foundation of healthcare and clinical information systems. Using concepts, theories, and technology nursing students will apply health informatics to their nursing practice in a collaborative work environment. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every fall term.) Credit: 3

**NRN 402 Public Health & Comm Health Nursing**

Public Health and Community Health Nursing: This course examines nursing as a part of the larger health care delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. This course meets clinical practice requirements for the RN-BSN track (45 clinical hours). Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every term.) Credit: 4

**NRN 442 RN-BSN Synthesis**

RN-BSN Synthesis: Focuses on analysis and synthesis of concepts from nursing and the physical, social, and behavioral sciences. Students refine, broaden, and expand their nursing practice. Prerequisite: Registered Nursing enrolled in RN-BSN track. (Offered every summer term.) Credit: 4

**NRN 454 Nursing Perspectives**

Nursing Perspectives: Focuses on professional nursing issues that have an impact on current and future practice. Prerequisite: Registered Nurse enrolled in the RN-BSN track. (Offered every spring term.) Credit: 3

**NRN 470 Gerontological Nursing**

Gerontological Nursing: Emphasizes nursing care of older adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults, with intense consideration of evidence basis for care. Prerequisite: Registered Nurse enrolled in the RN-BSN track. (Offered every summer term.) Credit: 3

**NRN 474 Research and Evidence**

Research and Evidence: Introduces students to the research process. The class focuses on the use of critical thinking skills, evidence-based care, research outcomes used toward quality improvement, and the promotion of safe, effective, therapeutic interventions. The class examines quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every summer term.) Credit: 3

**NRN 475 Leadership Development**

Leadership Development: Emphasizes values of the leader and tools of management as they pertain to the nursing profession and the health-care delivery system. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every fall term.) Credit: 3

**NURSING****NUR 105 Medical Terminology**

Medical Terminology: Introduces the basic techniques of medical word building anatomical, physiological, and pathological terms, including pronunciation and meanings. Students are introduced to common medical abbreviations and common terms used to communicate within healthcare settings. Open to all students. Prerequisite: None. (Offered as needed.) Credit: 3

**NUR 205 Nutrition**

Nutrition: Applies the basic principles of human nutrition to all life cycle stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability, and safety are stressed as they relate to individuals and population groups. Open to all students. Prerequisite: None. (Offered as needed.) Credit: 3

**NUR 301 Health Assessment Across Lifespan**

Health Assessment Across The Lifespan: Focuses on the concept of health and its holistic assessment among healthy individuals and introduces the concept of evidence-based care, when needed. Selected experiences enable students to integrate knowledge and assessment skills. Course fee applies. Prerequisites: BIO 120, BIO 213, BIO 214. Corequisites: NUR 305, NUR 370, NUR 391. (Offered every term.) Credit: 4

**NUR 301 L Health Assessment Across Lifespan**

Lab for NUR 301. Credit: 0

**NUR 302 Fundamentals of Nursing**

Fundamentals of Nursing: Introduces foundational nursing principles that build future clinical practice. This class will use clinical practice in the simulation lab and acute care settings. Class 6 hours per week. Clinical 90 hours per semester. Prerequisite: entry into the BSN program. Corequisites: NUR 303, NUR 304. (Offered every term.) Credit: 8

**NUR 303 Pathophysiological Processes**

Pathophysiological Processes: Provides basic knowledge of alterations in physiologic processes, risk factors for diseases, and physical manifestations. Integrates genetic, developmental, cultural, technological, and environmental influences on illness across the life span. Class 4 hours per week. Prerequisites: BIO 213 and BIO 214. Corequisites: NUR 302, NUR 304. (Offered every term.) Credit: 4

**NUR 304 Comprehensive Health Assessment****NUR 305 Pathophysiology**

Pathophysiology: Differentiates alterations in biophysical and energy processes and individualized human responses. Prerequisites: BIO 213 and BIO 214. Corequisites: NUR 301, NUR 370, and NUR 391. (Offered every term.) Credit: 3

**NUR 307 Concepts of Mental Health Nursing**

Concepts of Mental Health Nursing: Focuses on the concept of mental well-being and its role in holistic health and explores the interdisciplinary approach to mental health care and synthesizes assessment and communication skills in mental health care. This course is the discipline specific writing intensive course. Prerequisites: NUR 301, NUR 305, NUR 370, and NUR 391. Co-requisites: NUR 309, NUR 375, and NUR 396. (Offered every fall and spring term.) Credit: 3

**NUR 309 Pharmacological Interventions**

Pharmacological Interventions: Practice implications of safe, competent pharmacotherapeutics in diverse patient populations across the lifespan. Prerequisite: NUR 301, NUR 305, NUR 370 and NUR 391. Corequisites: NUR 307, NUR 375 and NUR 396. (Offered every fall and spring term.) Credit: 3

**NUR 310 Medical Surgical Nursing I**

Medical-Surgical Nursing I: Applies nursing knowledge and principles integral to the nursing care of adults experiencing chronic health alterations. The class will use clinical practice in the simulation lab



and in acute care settings. Class 6 hours per week. Clinical 90 hours per semester. Prerequisites: NUR 302, NUR 303, NUR 304. Corequisites: NUR 311, NUR 312. (Offered every fall and spring term). Credit: 8

#### **NUR 311 Pharmacological Therapeutics**

Pharmacological Therapeutics: Focuses on practice implications of safe, competent pharmacotherapeutics in diverse patient populations across the lifespan. Class 4 hours per week. Prerequisites: NUR 302, NUR 303, NUR 304. Corequisites: NUR 310, NUR 312. (Offered every fall and spring term). Credit: 4

#### **NUR 312 Mental Health Nursing**

Mental Health Nursing: Expands on the concept of mental well-being and its role in holistic health. This course emphasizes an interdisciplinary approach to mental health care in diverse practice settings while focusing on assessment and communication skills in mental health care. Class 3 hours per week. Clinical 50 hours per semester. Prerequisites: NUR 302, NUR 303, NUR 304. Corequisites: NUR 310, NUR 311 (Offered every fall and spring term). Credit: 4

#### **NUR 360 Topics in Nursing**

Topics in Nursing: This course investigates a topic in the profession of nursing and/or creates an experiential learning opportunity for nursing students. The topic or experience may vary from term to term. Course may be taken more than once with different subtitles. May be repeated for a total of 12 hours. Prerequisite: Admission to the BSN program. (Offered as needed). Credit: 3.

#### **NUR 360 C Topics in Nursing**

Clinical for NUR 360: Clinical – Topics in Nursing Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

#### **NUR 370 Concepts of Professional Nursing**

Concepts of Professional Nursing: Explores the historic and current nursing profession in the health care system with emphasis on values-based practice and evidence-based care. Prerequisite: entry into the BSN program. This course is the discipline specific writing intensive course. Corequisites: NUR 301, NUR 305, NUR 391. (Offered every term.) Credit: 3

#### **NUR 375 Health Informatics**

Health Informatics: Familiarizes students with the concepts and theories that form the foundation of healthcare and clinical information systems. Using concepts, theories, and technology, nursing students will apply health informatics to their nursing practice in a collaborative work environment. Corequisites: NUR 307, NUR 309 and NUR 396. (Offered every term.) Credit: 3

#### **NUR 390 Nursing Independent Study**

Nursing Independent Study: Independent investigation of a topic through a program of directed readings or research project. Requires approval of the supervising professor and the department head. Prerequisite: Admission to the BSN program. (Offered as needed.) Credit: 1-4

#### **NUR 391 The Art and Science of Nursing I**

The Art and Science of Nursing I: Establishes the basis for professional nursing practice by introducing the foundational theoretical concepts and fundamental skills integral to professional nursing practice. Students will experience clinical practice in the simulation lab and a variety of health care settings. Class 4 hours per week. Clinical 90 hours per semester. Prerequisite: entry into the BSN program. Corequisites: NUR 301, NUR 305, and NUR 370. (Offered every term.) Credit: 6

#### **NUR 391 C Clinical-Art & Science of Nursing I**

Clinical-The Art and Science of Nursing I. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

#### **NUR 392 Found Nursing Practice**

Foundations of Nursing Practice: Establishes the basis for

professional nursing practice by introducing the foundational theoretical concepts and fundamental skills integral to professional nursing. Class 4 hours per week. Includes 16 hours of alternate clinical assignments. Co-requisites: NUR 301, NUR 305, NUR 370, NUR 375. Offered summer 2020 only. Credit: 5

#### **NUR 393 C Found Nursing Practice Clinical**

Foundations of Nursing Practice Clinical: Students develop clinical skills in lab practice. 24 hours of skills lab. Clinical grade of Pass/fail. Pre-requisite: NUR 392. Offered fall 2020 only. Students who do not pass this course will be required to repeat NUR 391 (6 credits). Refer to the Progression in the Major policy in the PSN Student Handbook. Credit: 1

#### **NUR 396 The Art and Science of Nursing II**

The Art and Science of Nursing II: A description of theoretical concepts, technical skills, and practice implications integral to the nursing care of children and families. Students will participate in clinical practice in the simulation lab and in a variety of acute care and community settings. Class 4 hours per week. Clinical 90 hours per semester. Prerequisites: NUR 301, NUR 305, NUR 370, and NUR 391. Corequisites: NUR 307, NUR 309, and NUR 375. (Offered every fall and spring term.) Credit: 6

#### **NUR 396 C Clinical-Art & Science Nursing II**

Clinical-The Art and Science of Nursing II. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

#### **NUR 397 Art and Science of Nursing II**

The Art and Science of Nursing II A description of theoretical concepts, technical skills, and practice implications integral to the nursing care of children and families. Students will participate in clinical practice in the simulation lab and in a variety of acute care and community settings. Class 4 hours per week. Clinical 115 hours per semester. 6 credits. (4 class/2 clinical). Pre-requisites: NUR 301, NUR 305, NUR 370, NUR 392. Co-requisites: NUR 307, NUR 309, NUR 474, NUR 492. Offered fall 2020 only. Credit: 6

#### **NUR 397 C Art and Science Nursing II Clinical**

The Art and Science of Nursing II Clinical- The Art and Science of Nursing II. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0.

#### **NUR 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in NUR 399. The total number of hours for NUR 398 and NUR 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **NUR 399 International Experience**

International Experience: The international experience component of NUR 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. Total hours for NUR 398 and NUR 399 cannot exceed four total hours. Prerequisite: Completion of NUR 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **NUR 402 Pediatric Nursing**

Pediatric Nursing: Assists students to integrate knowledge derived from the bio/psycho/social sciences, humanities, nursing, and current literature to achieve safe, competent care of pediatric patients and their families who are experiencing normal development and alterations in body systems. Class 3 hours per week. Clinical 45 hours per semester. Prerequisites: NUR 310, NUR 311, NUR 312. Corequisites: NUR 403, NUR 404. (Offered every fall and spring term). Credit: 4

#### **NUR 403 Women's Health**

**Women's Health:** Applies nursing knowledge and principles integral to the nursing care of Women's Health Promotion across the Life Span, Obstetrics, and Neonatal Care. The class will use clinical practice in the simulation lab, and acute care settings. Class 3 hours per week. Clinical 45 hours per semester. Prerequisites: NUR 310, NUR 311, NUR 312. Corequisites: NUR 402, NUR 404. (Offered every fall and spring term). Credit: 4

#### **NUR 404 Applied Informatics/Evidence Based**

**Applied Informatics and Evidence-Based Practice:** Familiarize students with the concepts of health informatics and foundational research principles. The course will combine concepts by researching a current health informatics topic and provide a writing enriched learning experience. Class 4 hours per week. Perquisites: NUR 310, NUR 311, NUR 312. Corequisites: NUR 402, 403. (Offered every fall and spring term). Credit: 4

#### **NUR 410 Medical Surgical Nursing II**

**Medical-Surgical Nursing II:** Prepares students to synthesize acquired knowledge and skills necessary for transition to practice. The class includes clinical experiences in acute care settings and the simulation lab. Class 6 hours per week. Clinical 135 hours per semester. Perquisites: NUR 402, NUR 403, NUR 404. Corequisites: NUR 411, NUR 412. (Offered every fall and spring term). Credit: 8

#### **NUR 411 Community Health Nursing**

**Community Health Nursing:** Introduces concepts of community health nursing utilizing the population-focused nursing process, with emphasis on health promotion, risk reduction and disease management across the lifespan in community settings. The class includes clinical experiences in community settings and the simulation lab. Class 3 hours per week. Clinical 45 hours per semester. Prerequisites: NUR 402, NUR 403, NUR 404. Corequisites: NUR 410, NUR 412. (Offered every fall and spring term). Credit: 4

#### **NUR 412 Professional Practices**

**Professional Practice:** Prepares students to integrate nursing history, theories, standards of nursing care, legal and ethical issues, and healthcare leadership tools as they transition to profession practice. Class 4 hours per week. Prerequisites: NUR 402, NUR 403, NUR 404. Corequisites: NUR 410, NUR 411. (Offered every fall and spring term). Credit: 4

#### **NUR 470 Gerontological Nursing**

**Gerontological Nursing:** Emphasizes nursing care of older adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults with intense consideration of evidence basis for care. Prerequisites: NUR 307, NUR 309, NUR 375 and NUR 396. Corequisites: NUR 474 and NUR 491. (Offered every fall and spring term.) Credit: 3

#### **NUR 474 Research and Evidence**

**Research and Evidence:** Introduces students to the research process. Focus is on the use of critical thinking skills, evidence-based care, and research outcomes used toward quality improvement in order to promote safe, effective, therapeutic interventions. The class examines quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisites: NUR 307, NUR 309, NUR 375, and NUR 396. Corequisites: NUR 470 and NUR 491. (Offered every fall and spring term.) Credit: 3

#### **NUR 475 Leadership Development**

**Leadership Development:** Values of the leader and tools of management are emphasized as they pertain to the nursing profession and the healthcare delivery systems. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisites: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 495, NUR 496, NUR 497. (Offered every fall and spring term.) Credit: 3

#### **NUR 491 The Art and Science of Nursing III**

**The Art and Science of Nursing III:** Applies the use of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults experiencing alterations in health. The class will make use of clinical practice in the simulation lab and in acute care settings. Class 4 hours per week. Clinical 90 hours per term. Prerequisites: NUR 305, NUR 307, NUR 375, and NUR 396. Corequisites: NUR 470 and NUR 474. (Offered every fall and spring term.) Credit: 6

#### **NUR 491 C Clinical-Art & Science Nursing III**

**Clinical-The Art and Science of Nursing III.** Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

#### **NUR 492 Art and Science of Nursing III**

**The Art and Science of Nursing III** Applies use of theoretical concepts, technical skills, and practice implication integral to the nursing care of adults experiencing alterations in health. The class will make use of clinical practice in the simulation lab and in acute care settings. Class 4 hours per week. Clinical 115 hours per semester. 6 credits ( 4 class/2 clinical). Pre-requisites: NUR 310, NUR 305, NUR 370, NUR 375, NUR 392. Co-requisites: NUR 307, NUR 309, NUR 474, NUR 397. Offered fall 2020 only. Credit: 6 .

#### **NUR 492 C Art/Science Nursing III Clinical**

**The Art and Science of Nursing III : Clinical-** Clinical grade of pass/fail is accounted for in the course grade. Credit: 0.

#### **NUR 495 The Art and Science of Nursing IV**

**The Art and Science of Nursing IV:** Involves the integration of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults and utilizes increasing knowledge base with concentration on complex health issues and related illness management in a clinical immersion experience. Class 4 hours per week. Clinical 126 hours per term. Prerequisites: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 475, NUR 496, and NUR 497. (Offered every fall and spring term.) Credit: 7

#### **NUR 495 C Clinical-Art & Science Nursing IV**

**Clinical-Art and Science of Nursing IV .** Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

#### **NUR 496 The Art and Science of Nursing V**

**The Art and Science of Nursing V:** Involves the examination of theoretical concepts and foundations for public health nursing, nursing in communities, and populations. The class examines the integration of the practice of professional nursing in public health and clinical practice in simulation and community settings. Class 3 hours per week. Clinical 45 hours per semester. Prerequisite: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 475, NUR 495, and NUR 497. (Offered every fall and spring term.) Credit: 4

#### **NUR 496 C Clinical-Art and Science Nursing V**

**Clinical-The Art and Science of Nursing V.** Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

#### **NUR 497 The Art and Science of Nursing VI**

**The Art and Science of Nursing VI:** Examines synthesis and application of values-based practice and evidence-based care in preparation for professional nursing practice. Prerequisites: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 475, NUR 495, and NUR 496. (Offered every fall and spring term.) Credit: 1

#### **NUR 500 Population Health Nursing**

**Population Health Nursing:** This course examines partnerships that support and improve equitable, population health outcomes: local, community, regional, and global. Prerequisite: NRN 310. (Offered every term.) Credits: 3.

#### **NUR 612 Theoretical Foundations**

**Theoretical Foundations:** Focuses on the development and analysis of knowledge within nursing theory as a foundation for nursing practice

and the examination of nursing research. (Offered every term.) Credit: 3

#### **NUR 624 Health Policy**

Health Policy: Develops a comprehensive knowledge of how health policy is formulated and how it impacts clinical practice and healthcare delivery. (Offered every term.) Credit: 3

#### **NUR 628 Informatics in Health Care**

Informatics in Health Care: Focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations and explores the uses of computer applications to support clinical and administrative decision making. (Offered every term.) Credit: 3

#### **NUR 630 Data Interpretation**

Data Interpretation: Focuses on selecting statistical procedures for analyzing data and interpreting the statistics most commonly reported in health care literature. Also included will be data analysis techniques for qualitative data often seen in health care and educational settings. (Offered every term.) Credit: 3

#### **NUR 632 Research Methods**

Research Methods: Focuses on critical analysis of research reports, research methods, and the relationship between theory, research, and evidence-based practice. (Offered every term.) Credit: 3

#### **NUR 652 Management of Clinical Outcomes**

Management of Clinical Outcomes: Focuses on the theory and application of advanced nursing therapeutics and evaluation of their effectiveness in improving client health outcomes. Content includes pharmacotherapeutics, teaching and learning theory, risk anticipation analysis, and evidence supporting both traditional and complementary therapies. (3 didactic, 1 clinical; 5025 hours clinical practice.) Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655. (Offered at least twice per academic year.) (3 didactic, 1 clinical.) Credit: 4

#### **NUR 653 Management of the Care Environment**

Management of the Care Environment: Focuses on the management of processes and resources within the clinical care environment with the goal of achieving optimal outcomes. The clinical components are designed to provide students with an opportunity to participate in clinical microsystems managements as part of a management team. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, and NUR 655. (Offered at least twice per academic year (3 didactic, 1 clinical; 50 hour clinical practice) Credit: 3

#### **NUR 654 Clinical Nurse Leader Residency**

Clinical Nurse Leader Residency: An immersion experience during which students practice implementing the Clinical Nurse Leader role. Working with preceptors, students will demonstrate leadership in managing the clinical outcomes of patients, and in managing the quality outcomes of the care environment. (300 hours clinical practice.) Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, and NUR 655. (Offered at least twice per academic year.) Credit: 6

#### **NUR 655 Integrative Clinical Concepts**

Integrative Clinical Concepts: Integrates advanced concepts of pathophysiology, pharmacology, and health assessment within the contexts of individual, family, and populations through use of clinical exemplars. (Offered every term, First offering Summer 2021) Credit: 3

#### **NUR 661 Leadership Principles/Practices**

Leadership Principles and Practices: This course examines advanced concepts of administrative roles and functions in organizations. Prerequisites: Completion of core courses. (Offered at least twice per academic year.) Credit: 3

#### **NUR 662 Financial Management-Nurse Leaders**

Financial Management for Nurse Leaders: This course prepares student to apply essentials of financial management to nursing leadership roles in varied systems. Prerequisites: NUR 661. (Offered

at least twice per academic year.) Credit: 3

#### **NUR 663 Prin of Curriculum and Evaluation**

Principles of Curriculum & Evaluation: This course examines the process of curriculum development in academic and practice settings, including methods of program evaluation. Prerequisites: NUR 662. (Offered at least twice per academic year.) Credit: 3

#### **NUR 664 Educational Prin/Practices**

Educational Principles & Practices: This course examines the theoretical and evidence-based foundations of teaching, learning, and assessment in varied learning environments. Prerequisites: NUR 663. (Offered at least twice per academic year.) Credit: 3

#### **NUR 665 Clinical Information Systems**

Clinical Information Systems: This course examines systems design life cycle, workflow support/analysis, data collection, and applying technology to education, clinical simulation, workflow, and professional development. Prerequisites: NUR 662. (Offered at least twice per academic year.) Credit: 3.

#### **NUR 666 Healthcare Data Implementation**

Healthcare Data Implementation, Management, and Evaluation: This course examines integration of systems, data warehousing, technical standards, archiving principles, backup processes, analysis, decision support systems, and project planning in varied environments. Prerequisites: NUR 665. (Offered at least twice per academic year.) Credit: 3.

#### **NUR 667 Nurse Administrator Residency**

Nurse Administrator Residency: This course is an immersion experience during which students implement the nurse administrator role. Pre-requisite NUR 664. (16 week course with 150 hours of clinical). (Offered at least twice per academic year.) Credit: 4 \*For students admitted after Fall 2019 NUR 667 will require 225 hours of clinical (Credit: 5 hrs.)

#### **NUR 668 Nurse Educator Residency**

Nurse Educator Residency: This course is an immersion experience during which students implement the nurse educator role. Prerequisites: NUR 664 (16 week course with 150 hours of clinical). (Offered at least twice per academic year.) Credit: 4 \*For students admitted after Fall 2019 NUR 668 will require 225 hours of clinical (Credit: 5 hrs.)

#### **NUR 669 Nursing Informatics Residency**

Nursing Informatics Residency: This course is an immersion experience during which students implement the nurse informaticist role. Prerequisites: NUR 666 (Healthcare Data Implementation, Management, and Evaluation (16 week course with 225 hours of clinical). (Offered at least twice per academic year.) Credit: 5.

#### **NUR 670 Nursing Capstone Project**

Graduate Nursing Capstone: The Capstone is an individualized graduate nursing achievement that promotes a spirit of inquiry and provides evidence of knowledge, competencies and skills gained as a result of meeting MSN program outcomes. Corerequisites: NUR 652, NUR 667, NUR 668, or NUR 669 depending on specialty track. (Offered every term.) Credit: 2

#### **NUR 680 Independent Study**

Independent Study: This course is designed to meet individual learning needs that build on current courses in the curriculum. May be repeated for credit. (Offered as needed.) Credit: 1-3

#### **PHILOSOPHY**

##### **PHL 110 Introduction to Philosophy**

Introduction to Philosophy: Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. (Offered as needed.) Credit: 4

##### **PHL 120 Philosophy Through Film**

Philosophy Through Film: This course focuses on philosophical issues

raised by thought provoking films. Included in the course are topics and films such as Memento and personal identity, Vertigo and ethics, Fight Club and social philosophy. Students will develop their ability to engage with film and connect their insights to their everyday lives. (Offered as needed.) Credit: 4

#### **PHL 210 Critical Thinking and Logic**

Critical Thinking and Logic: A study of the major forms of reasoning: deductive, inductive, and explanatory--used in everyday life, science, and philosophy. Attention will be given to the use of logical techniques in problem-solving. (Offered as needed.) Credit: 4

#### **PHL 310 Biomedical Ethics**

Biomedical Ethics: An investigation of the major ethical dilemmas arising with the intersection of modern science and ethics. The course intends to assist students to identify, analyze and decide ethical issues in such a way that they can defend their positions to themselves and to others. Some of the issues to be investigated are death and dying, patient rights and responsibilities, and theories of justice in the allocation of medical resources. Prerequisite: None. (Offered every fall term.) Credit: 4

#### **PHL 315 Ethics Practicum**

Ethics Practicum. A supervised independent study for students who wish to attain practical experience applying ethical theory to real-world contexts. One option is the Ethics Bowl which entails researching, preparing, and debating ethical cases with students from other North Carolina colleges and universities. Another option entails studying and participating in the work of a local hospital ethics committee. (Offered as needed). 1-4 credits.

#### **PHL 325 Environmental Philosophy**

Environmental Philosophy: This course examines key issues in environmental philosophy including the nature of the environment, environmental aesthetics, the relationship between aesthetics and ethics, and the relationship between environmental philosophy and environmental activism. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. Prerequisite: None. (Offered as needed.) Credit: 4

#### **PHL 340 Philosophy of Religion**

Philosophy of Religion: An investigation of the major philosophical issues involved in religious thought and experience. Topics may vary, but may include the nature of religious experience, the existence of God, faith and reason, the problem of evil, and the nature of religious language. Prerequisite: none. (Offered as needed.) Credit: 4

#### **PHL 365 Seminar: Great Philosophical Ideas**

Seminar in Great Philosophical Ideas (possible topics include Chinese Philosophy, Philosophy of Religion, Sports Philosophy and Philosophy of Technology): Upper-level study of a movement or issue in philosophy. Topics will be chosen by the department. Course may be repeated for a total of 8 hours' credit with different subtitles. Prerequisite: none. (Offered as needed.) Credit: 4.

#### **PHL 390 Directed Study in Philosophy**

Directed Study in Philosophy: Faculty-supervised study of an approved topic in philosophy through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. Repeatable for a total of 8 hrs. Prerequisites: junior or senior standing in the philosophy or religion majors and permission of the department. (Offered as needed.) Credit: 1-2

#### **PHL 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in PHL 399. The total number of hours for PHL 398 and PHL 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **PHL 399 International Experience**

International Experience: The international experience component of PHL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for PHL 398 and PHL 399 cannot exceed four total hours. Prerequisite: completion of PHL 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **PHL 400 Capstone in Philosophy**

Capstone in Philosophy: In this course, majors in both religion and philosophy will pursue significant research projects in the context of a collaborative learning community. Working with the departmental faculty, students will complete a project that builds on work done in earlier courses, which will ideally be a paper or project of original thinking and thoughtful research. Prerequisites: at least one 300-level course in philosophy, junior standing in the major and 12 hours in philosophy. (Offered as needed.) Credit: 4

### **PHYSICS**

#### **PHY 201 College Physics I**

College Physics I: Algebra-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Lab fee applies. Prerequisite: MAT 125, MAT 140 or successfully pass the Calculus Readiness Test. Students cannot receive credit for both PHY 201 and PHY 211. Corequisite: PHY 201L.. (Offered every fall term.) Credit: 4

#### **PHY 201 L College Physics I Lab**

Lab for PHY 201, Credit: 0

#### **PHY 202 College Physics II**

College Physics II: Algebra-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Lab fee applies. Students cannot receive credit for both PHY 202 and PHY 212. Prerequisite: PHY 201. Corequisite: PHY 202L. (Offered every spring term.) Credit: 4

#### **PHY 202 L College Physics II Lab**

Lab for PHY 202. Credit: 0

#### **PHY 211 University Physics I**

University Physics I: Calculus-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism. Lab fee applies. Students cannot receive credit for both PHY 201 and PHY 211. Pre or corequisite: MAT 210. Corequisite: PHY 211L. (Offered every fall term.) Credit: 4

#### **PHY 211 L University Physics I Lab**

Lab for PHY 211. Credit: 0

#### **PHY 212 University Physics II**

University Physics II: Calculus-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism. Lab fee applies. Students cannot receive credit for both PHY 202 and PHY 212. Prerequisite: PHY 211. Corequisite: PHY 212L. (Offered every spring term.) Credit: 4

#### **PHY 212 L University Physics II Lab**

Lab for PHY 212 Credit: 0

#### **PHY 221 Introduction to Modern Physics**

Introduction to Modern Physics: A survey course covering selected topics from physics of the 20th & 21st centuries, such as (but not limited to) relativity, quantum mechanics, and particle physics. The class will alternate between the presentation of new concepts and the exploration of their unusual consequences. Material will challenge common expectations; this course should help you appreciate how science reaches conclusions and comes to accept hypotheses. Prerequisite: Successful completion of PHY 202 or PHY 212 with at least a B-, or permission of the instructor. (Offered every fall term.) Credit: 1



**PHY 231 Electronics for Everyone**

Electronics for Everyone: This is an introductory course to help students gain familiarity with electronic circuits and devices. Topics covered range from basic DC/AC circuits and components to analog and digital circuits, microcontrollers, test equipment, and their applications. The primary goal of this course is to make electronics easy and accessible by combining concepts with demonstrations and simple projects. The course is designed for future scientists and anyone who wants to understand and create with electronics. No experience needed. Includes a weekly lab; lab fee applies. Prerequisite: None. (Offered every spring term.) Credit: 2

**PHY 232 Electronics and Physical Computing**

Electronics & Physical Computing: Sense, plan, act. That is how robots interact with the world. A world that has become progressively permeated with electronics and smart devices connected to the internet (IoT). Physical computing is about using electronics, sensors, actuators, and computer programming to create physical systems that can sense and interact with the analog physical world. Students in this project-based course will become proficient in building electronic circuits, microcontrollers (Arduino and Raspberry Pi), and be exposed to wearable technology. Physical computing is a blend of electronics, robotics, and computer science that challenges students to create interesting interactive artifacts. No experience needed. Includes a weekly lab. Lab fee applies. Prerequisite: None. (Offered every spring term.) Credits: 3

**PHY 241 Physical Design and Prototyping**

Physical Design & Prototyping: 3D printing and laser cutting are manufacturing technologies which are transforming the world. This course is designed to inspire students to switch from a consumer mindset to a creator mindset and become creative with technology to enjoy the satisfaction derived from making a physical artifact. Students will learn to transform bits into atoms and turn ideas into real objects by using 3D modeling, 3D printers, and laser cutters through small-scale projects. No experience required. Lab fees apply. Prerequisite: None. (Offered every term.) Credits: 2

**PHY 250 Topics in Physics**

Topics in Physics: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced as offered. May be repeated for credit under different subtitles, but total credits may not exceed eight hours. Prerequisites vary with topic. (Offered as needed.) Credit: 1-4

**PHY 300 Investigations In Physics**

Investigations in Physics: This course will introduce students to current topics and scientific literature in physics and closely related fields. Students will develop basic skills necessary to read, analyze and present scientific information in the form of oral and written presentations and papers. Prerequisite: PHY 212. (Offered every fall term.) Credit: 4

**PHY 305 Applied Biomechanics**

Applied Biomechanics: This course concentrates on the study of human motion providing a solid background on musculoskeletal anatomy and the principles of biomechanics. Students will learn the principles of classical mechanics (linear, rotational kinematics and dynamics) and how they apply to human movement by understanding forces, the role of muscles and their function, the properties and mechanical behavior of bones, ligaments, etc. in the context of sports, exercise, physical activity, and rehabilitation. This course is also designed to provide students with a general understanding of technologies and systems used in a biomechanics lab, such as interactive and immersive virtual reality (VR), tracking devices, force plates, etc. Prerequisite: PHY 211, PHY 211L. (Offered every fall term.) Credits: 3

**PHY 311 Foundations of Modern Physics**

Foundations of Modern Physics: Introduction to advanced topics in classical and modern physics such as gravitation, thermodynamics, and electromagnetism. Prerequisite: PHY 212. Corequisite: PHY 311L.

Lab fee applies. (Offered odd fall terms or as needed). Credit: 4

**PHY 311 L Found of Modern Physics Lab**

Lab for PHY 311. Credit: 0

**PHY 321 Introduction to Quantum Mechanics**

Introduction to Quantum Mechanics: This is an introductory course on the foundations and key ideas behind quantum mechanics. The course is organized around fundamental topics like Hilbert space, the Schrödinger equation, Bell's theorem, and interpretations of quantum mechanics. It is designed to introduce non-experts to counterintuitive and strange consequences of quantum mechanics such as entanglement, quantum computing, and tunneling. Prerequisite: PHY212. (Offered every spring term.) Credit: 2

**PHY 331 Intro to Quantum Mechanics**

Introduction to Quantum Mechanics: Quantum mechanics is a subject of great interest for physicists, chemists and scientists in general. The concepts, techniques, and theory of quantum mechanics are important and foundational in many areas of engineering, science and modern technology such as materials science, nanotechnology, spectroscopy, atomic and molecular structure, and photonics. This course is a mathematical introduction to quantum mechanics and its applications. Topics covered will include the basics of atomic spectroscopy, measurement theory, and the bizarre quantum paradoxes. Corequisite: None. Prerequisite: PHY212. (Offered every odd spring term.) Credits: 3

**PHY 331 L Intro to Quantum Mechanics Lab**

Introduction to Quantum Mechanics Lab: Introduces methods in computational quantum mechanics and spectroscopy. Lab fee applies. Pre- or Corequisite: PHY 331. (Offered every odd spring term.) Credit: 1

**PHY 341 Astronomy and Astrophysics**

Astronomy and Astrophysics: A course in astronomy and astrophysics. Topics covered include observing the universe, solar systems and their development, the life cycles of stars and galaxies, non-stellar objects, and cosmology. Includes a lab that meets once per week. Students must be available for occasional observational labs at night. Corequisite: PHY 341L. Prerequisite: PHY 212 or PHY 202 with permission of instructor. Lab fee applies. (Offered even fall terms or as needed.) Credit: 4

**PHY 341 L Astronomy & Astrophysics Lab**

Lab for PHY 341. Credit: 0

**PHY 350 Advanced Topics in Physics**

Advanced Topics in Physics: This course provides the opportunity for a faculty member and a group of interested students to study an advanced subject that may not be offered on a regular basis in the curriculum. Topics are announced as offered. May be repeated for credit under different subtitles, but total credits may not exceed eight hours. Prerequisites and credit hours vary with the topic and course taught but will generally require the completion of PHY 212. (Offered as needed.) Credit: 1-4

**PHY 351 Fund of Computer Programming**

Fundamentals of Computer Programming: This is a high impact course introducing computer programming as a critical 21st century technical literacy and as the "glue" that connects powerful data driven technologies to form solutions for real world challenges in finance, biotech, political science, and robotics. The course will adopt the open-source Python programming language and provide an overview of machine learning and its algorithms. No experience needed. Prerequisite: None. (Offered every term.) Credits: 4

**PHY 360 Biophotonics**

Biophotonics: Biophotonics is a multidisciplinary field combining photonics and biology and investigating how light interacts with biological materials. This course focuses on understanding the principles of photonics, light-tissue interaction, and techniques like spectroscopy and microscopy which have wide applications in the



realm of biology. Corequisite: None. Prerequisite: None. (Offered every even fall term.) Credits: 3

### **PHY 370 Physics Instruction Leadership**

Physics Instruction Leadership I: This course is designed to prepare students as peer instructors. The course examines student learning theories and research-supported strategies to increase student performance and retention. It utilizes peer-assisted study sessions to develop cognitive learning skills and course content mastery. Students will participate in-class discussions and engage in self-reflective writing, and explore current literature to develop their own leadership skills. Prerequisite: 3.0 GPA, target course in physics in which the student received a B or better, and permission of the target course instructor. (Offered each fall and spring term.) PHY 370 is acceptable as an equivalent to SLD 370. Credit: 2

### **PHY 371 Physics Instruction Leadership II**

Physics Instruction Leadership II: A continuation of PHY 370 for peer instructors in their second semester, focusing on the development of the student as a leader. This course continues the development of students as peer instructors. Students will explore the literature on leadership identity development, and leadership attributes, assessment, and growth. Over the course of the term they will engage in self-assessment using mechanisms such as external surveys, self-reflective writing, class forums, and peer evaluations to strengthen their leadership skills. Prerequisite: PHY 370 or SLD 370, 3.0 GPA, target course in physics in which the student received a B or better, and permission of the target course instructor. (Offered each spring term.) PHY 371 is acceptable as an equivalent to SLD 371. Credit: 2

### **PHY 375 Teaching Assistantship in Physics**

Teaching Assistantship in Physics: Practical experience teaching physics as an assistant in an introductory course. Duties may include running recitation sections, assisting with group activities in class, laboratory set-up, mentoring during lab, and occasional pre-lab instruction. May be repeated once Prerequisite: Successful completion of the course in which you are assisting and permission of the instructor. (Offered each fall and spring term.) Credit: 1-2

### **PHY 451 Advanced Computer Programming**

Advanced Computer Programming: Students learn computational methods and use computer programming to solve scientific and engineering problems. Prerequisite: PHY351. (Offered every odd spring term.) Credits: 3

### **PHY 460 Independent Study in Physics**

Independent Study in Physics: This course allows students to pursue independent research projects in area of the students' interest in consultation with a faculty member. Written and/or oral reports and/or oral examinations will be required. May be repeated for credit, but total credits may not exceed eight hours. Prerequisite: Open to advanced students with permission of the instructor. (Offered as needed.) Credit: 1-3

### **PHY 465 Signal and Image Processing**

Signal and Image Processing: With the rapid increase in computer processing technology and power, this course concentrates on the core fundamentals of digital signal and image processing with emphasis on problems in biomedical research. Students will be introduced to the principles and algorithms of signal and image processing applied to both deterministic and random signals. Topics include discrete Fourier transform, wavelet analysis, data acquisition, sampling, filtering, noise reduction, and other digital processing techniques. Corequisite: None. Prerequisite: None. (Offered every even fall term.) Credits: 3

### **PHY 491 Research Seminar**

Research Seminar: A forum for exploring current research in physics and physics education. The student will read and analyze articles from current publications, participate in presentations by senior students and faculty, and conclude by choosing a research topic to pursue for PHY 492. Prerequisite: Physics major with junior or senior standing. (Offered every spring term.) Credit: 1

### **PHY 492 Physics Research**

Physics Research: The student will conduct a supervised research project under the guidance of a faculty advisor. The finished product will be a written paper, along with an oral presentation. Co- or Prerequisite: PHY 491. (Offered each fall and spring term.) Credit: 1

## **POLITICAL SCIENCE**

### **POL 100 United States Government**

United States Government: Origins and development of the constitution and the federal system; introduction to the presidency, Congress, Supreme Court; political parties and interest groups as actors in politics; conservatism and liberalism as motivating philosophies. No prerequisite. (Offered every fall term.) Credit: 4

### **POL 105 Intro to Comparative Politics**

Introduction to Comparative Politics: Introduction to the comparative study of politics. Examines the nature of contemporary political systems and explanations for how and why they vary. Examines the historical process of political change and development as well as country specific political institutions, practices and policies. No prerequisite. (Offered every fall term) Credit: 4

### **POL 110 Intro to International Relations**

Introduction to International Relations: Introduction to the behavior of nation-states in the contemporary world system; examination of concepts and problems regarding security, international organizations and human rights. No prerequisite. (Offered every spring term.) Credit: 4

### **POL 120 Foundations in Law**

Foundations in Law: This course explores the institutions and ideas that form the foundation of the American legal system. Students will explore the role played by the courts, political institutions, and administrative agencies in forming the law, as well as the meaning and consequence of legal rules and standards in the areas of criminal law, constitutional law, administrative law, property, torts, and contracts. May be used as an elective in the Pre-Law minor. No prerequisite. (Offered every odd spring term.) Credit: 4

### **POL 215 Ethnic, Minority & Gender Politics**

Ethnic, Minority and Gender Politics: An examination of the struggle for political, social, and economic rights on the part of ethnic minorities, religious minorities, and women in America. Focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the extent to which opportunities for success are available to all groups. No prerequisite. (Offered every odd spring term.) Credit: 4

### **POL 220 European Politics**

European Politics: Comparative analysis of history, political culture, institutions and behavior in selected modern European nations. Examination of the role of the European Union in shaping modern Europe. No prerequisite. (Offered every odd spring term.) Credit: 4

### **POL 230 Latin American Politics**

Latin American Politics: This course introduces students to contemporary political conditions in Latin America and examines major theoretical explanation for political and economic development in the region. How can we explain the emergence of democratic governments after years of authoritarianism? How democratic are these governments? What is the relationship between democratization (political liberalization) and free market policies (economic liberalization)? What are the most serious threats to continued economic, social, and democratic process? Country emphasis will vary. No prerequisite. (Offered every odd fall term.) Credit: 4

### **POL 235 African Politics**

African Politics: Comparative analysis of history, political culture, political institutions and political behavior in selected African nations. Examination of the role of multi-national institutions in shaping modern Africa. Pre-requisite: None. (Offered every odd-spring semester.)

**POL 240 Asian Politics**

Asian Politics: Comparative analysis of history, political culture, institutions and behavior of selected modern Asian states; Asian regional institutions will be considered. No prerequisite. (Offered alternate odd spring terms.) Credit: 4

**POL 250 Social Sciences Research Methods**

Social Science Research Methods: In this course, students will explore how social scientists collect and analyze data and communicate research results. Students will have several opportunities to practice skills foundational to the research process, including developing empirical questions, using computer software to work with quantitative data, and critically reading scientific studies. Central topics include research ethics, sampling, survey design, and applied statistics. This course fulfills the writing-intensive course requirement. Prerequisite: one course in the social sciences (POL/PSY/SOC) and one course in elementary statistics (MAT 130 or 131). Cross-listed with SOC 250. (Offered every spring term.) Credit: 4

**POL 255 Introduction to Political Analysis**

Introduction to Political Analysis: This course is designed to introduce students to basic political analysis. It encourages students to reflect on how they interpret and define political events, explores the relationship between knowledge, its validation and the methods we use to collect information, and aims to cultivate a sophisticated and nuanced approach to political analysis through conceptual clarity, analytical rigor, and methodological awareness. Topics and assignments may vary by instructor. No prerequisite. (Offered every odd spring term.) Credit: 4

**POL 280 Intermediate Topics: Political Sci**

Intermediate Topics in Political Science: Investigation of a single topic or area in political science. The topic may vary from term to term. No prerequisite. The course may not be repeated. (Offered as needed.) Credit: 4

**POL 290 Moot Court**

Moot Court: Introduction to basic legal terms and procedures. Examination of the techniques of legal arguments and the basics of writing of legal briefs. Students will be required to participate in simulated oral arguments. No prerequisite. (Offered every even spring terms.) Credit: 4

**POL 300 Campaigns and Elections**

Campaigns and Elections: This course will focus on the procedures of campaigns and elections, past and present. It will examine the various parts of an election campaign (money, organization, strategy, use of the media) in order to gain a better understanding of how modern campaigns are run and differ from campaigns in the past. Case studies will be utilized to illustrate key concepts and ideas. The course will focus on the congressional and/or presidential campaigns in process as the course is taught. No prerequisite. (Offered every even fall term.) Credit: 4

**POL 305 Congress and the Presidency**

Congress and the Presidency: Examination of the history, structures, functions and politics of the United States Congress and the Presidency including the electoral process, conflicts in decision-making, and policy outcomes. No prerequisite. (Offered every odd spring term.) Credit: 4

**POL 310 US Con: Govt Powers/Structures**

U.S. Constitution: Governmental Powers and Structures: Examines major decision by the United States Supreme Court in areas of legislative and executive power and commerce. Examines the structure and function of the American court system, its relationship to the political process, the basis for legal argument and judicial decision-making. No prerequisite. (Offered every odd fall term.) Credit: 4

**POL 311 US Con: Individual Rights/Liberties**

U.S. Constitution: Individual Rights and Liberties: Examines major decisions by the United States Supreme Court in areas of civil rights and civil liberties. Examines the structure and function of the American

court system, its relationship to the political process, the basis for legal argument and judicial decision-making. No prerequisite. (Offered every even fall term.) Credit: 4

**POL 315 Politics and the Media**

Politics and the Media: A look at the role of the media in American politics, the intersection and collision of interests, and how new media and 24/7 news cycle is changing the relationship between reporters, politicians and voters. No prerequisite. (Offered every even spring term.) Credit: 4

**POL 320 Politics of Immigration in the US**

Politics of Immigration in the US: This course analyzes the politics of United States policy toward immigration. How does the United States government decide who is eligible to immigrate into the country? Who will be eligible for citizenship? What should we do about the millions of undocumented people who reside in the United States illegally? How should the government decide? The course takes a multidisciplinary approach to these questions, addressing the economics of immigration flows, the history of immigration to the United States, the ways in which immigration policy is decided by the United States government, and ethical issues around immigration. Film, fiction, and scholarly approaches to the topics are employed. The course may include field work--both research and service--in the immigrant community in Charlotte. No prerequisite. (Offered every even fall term.) Credit: 4

**POL 321 US - Latin American Relations**

US-Latin American Relations: This course explores the central issues in US-Latin American relations: national security, economic integration, immigration and drugs. We will examine each from the perspectives of both the US and Latin America, seeking to understand the domestic and international determinants of US policies toward Latin America, as well as the consequences of these policies for the region. The course begins with a brief history of US policy towards Latin America. No prerequisite. (Offered every even fall term.) Credit: 4

**POL 322 Topics in Model United Nations**

Topics in Model United Nations: This course is designed to give students an understanding of the United Nations and other international organizations. Students will either participate in a simulation; or design and execute a simulation. The course helps develop skills in diplomacy, negotiation, writing and public speaking. May be repeated for a total of 8 hours, although only 4 hours may count towards the major. (Offered every spring term.) Credit: 4

**POL 325 Contemporary US Foreign Policy**

Contemporary US Foreign Policy: Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy--making process and the rationale, content and impact of contemporary American international action and policies. No prerequisite. (Offered every odd fall term.) Credit: 4

**POL 330 Environmental Politics**

Environmental Politics: This course examines key issues in the area of environmental protection, focusing on how political actors make decisions about environmental policy. The course provides a look at the historical evolution of environmental issues, the extent of the environmental "crisis" and related moral and ethical questions. Topics include population growth, land and water protection, air quality (including ozone depletion and the greenhouse effect), the protection of animal life, and the disposal of regular, toxic and nuclear waste. No prerequisite. (Offered every spring term.) Credit: 4

**POL 335 Politics in Developing Countries**

Politics in Developing Countries: This course provides an introduction to the processes of political development and change in developing (or "Third world") countries. These countries account for most of the world's population. Some are desperately poor while others are rapidly developing industrial powers. Some are stable democracies, while others suffer under harsh dictatorships or remain mired in civil or ethnic strife. Indeed the countries considered part of the "developing" category are diverse socially, politically, and economically, but share common historical, political, and socioeconomic development patterns.

It is these patterns-their nature and their implication for future development--that are focus of the course. Case studies will be drawn from Africa, Asia, the Middle East and Latin America. No prerequisite. (Offered every even fall term.) Credit: 4

#### **POL 340 Global Conflict**

Global Conflict: Examines the complexities of global conflict including its definition; reasons and sources of global conflict; political responses by states; legal means of addressing conflict through international and comparative law and to examine issues of success and failure in addressing conflict. Course structure includes reading, discussions, internet projects, in-class projects, presentations and the use of case study methods. No prerequisite. (Offered every even fall term.) Credit: 4

#### **POL 345 International Law and Organization**

International Law and Organization: This course will focus upon the legal and policy issues raised by the development and functioning of intergovernmental organizations. It will introduce the basics of international public law and a comparative study of international organizations organized over the semester. Issues relating to rulemaking, trusteeship, human rights, dispute settlement, and enforcement will be central to this course. No prerequisite. (Offered every even spring term.) Credit: 4

#### **POL 350 International Political Economy**

International Political Economy: Examines the relationship between the state and the economy and explores the interaction of power or authority and markets. Examines whether economic activity is to benefit individual consumers, promote social welfare goals, or to maximize national power. Looks at specific issues such as globalization, competition among industrialized countries, economic development in poorer countries, the function of intergovernmental organizations, roles of multinational corporations, and the international monetary and trade systems. No prerequisite. (Offered every spring term.) Credit: 4

#### **POL 355 Political Economy of North-South**

Political Economy of North-South: Employs a political economy approach to understanding relations between countries in the developed north and the developing south. The course builds on concepts introduced in POL 350 International Political Economy: globalization, trade and financial relations, direct foreign investment, and the role of international organizations in structuring the world economy. Emphasis is on the ways in which power asymmetries between developed and developing countries are reflected in these various areas, as well as the changing nature of north-south relationships in this era of rapidly expanding globalization. Prerequisite: POL 350 or permission of the instructor. (Offered as needed.) Credit: 4

#### **POL 360 Topics in Political Thought**

Topics in Political Thought: This course explores seminal works in political thought, and emphasizes the reading of whole texts. Emphasis on particular subjects and authors is at the discretion of the instructor. This course may be repeated for up to 8 hours. No prerequisite. (Offered every fall term.) Credit: 4

#### **POL 370 Advanced Topics in Law**

Topics in Law: Investigation of a single topic or area in contemporary domestic or international law. The topic may vary from term to term. This course may be repeated for up to 8 hours. No prerequisite. (Offered as needed.) Credit: 4

#### **POL 380 Advanced Topics: Political Science**

Advanced Topics in Political Science: Investigation of a single topic or area in political science. The topic may vary from term to term. This course may be repeated for up to 8 hours. No prerequisite. (Offered as needed.) Credit: 4

#### **POL 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international

experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in POL 399. The total number of hours for POL 398 and POL 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **POL 399 International Experience**

International Experience: The international experience component of POL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for POL 398 and POL 399 cannot exceed four total hours. Prerequisite: completion of POL 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **POL 400 Directed Readings**

Directed Readings: Faculty-supervised study of an approved topic in politics through selected readings. To be evaluated through a weekly meeting with the instructor and an oral examination at the end of the term. Prerequisite: open to majors in the junior or senior year, with permission of the instructor and department chair. (Offered every term.) Credit: 2-4

#### **POL 410 Capstone in Political Science**

Capstone in Political Science: This course focuses on the application and reinforcement of research skills. Students will create and present a final project as their culminating experience in the major. This course fulfills the writing-intensive course requirement. Prerequisite: Junior standing and 12 credit hours in political science, or permission of the instructor. Prerequisite: POL 250. (Offered every fall term.) Credit: 4

#### **POL 415 Advanced Research Participation**

Advanced Research Participation: Participation in research programs in conjunction with faculty. At the end of the term, students will present the results of their work. Course may not be repeated for credit in the political science major, but may be repeated for general university elective credit. Prerequisites: POL 250, and permission of the instructor. (Offered every term.) Credit: 2-4

#### **POL 420 Independent Research**

Independent Research: Opportunity for independent investigation resulting in a thesis of approximately 8,000 words. Research proposal must be submitted and approved the semester prior. May be used as a substitute for POL 410 Capstone in Political Science. This course fulfills the writing-intensive course requirement. Prerequisites: POL 250, junior standing, and permission of the department chair. Credit: 4

### **PSYCHOLOGY**

#### **PSY 101 General Psychology**

General Psychology: Survey of the field of psychology, including research methodology, the biological basis of behavior, learning and memory processes, cognition, development, psychological disorders and personality, therapy, and social behavior. Students will also apply scientific techniques in research investigations. Prerequisite: None. (Offered every term.) Credit: 4

#### **PSY 200 Information Literacy in Psychology**

Information Literacy in Psychology: This course is designed to provide instruction in basic literacy skills necessary to be effective in psychology. Students will receive training in searching, accessing, reading, and critically evaluating scientific databases, articles and chapters; writing APA style research reports and review papers; using SPSS, Excel, and other software programs to manipulate and analyze data; and presenting psychological research in various formats including written, graphic, and oral formats. In addition, career and graduate school opportunities will be presented and reviewed. This course is designated as writing intensive. Prerequisite: PSY 101. (Offered every fall and spring term.) Credit: 4

#### **PSY 210 Developmental Psychology**

Developmental Psychology: An introduction to developmental process from conception to old age. The emphasis in the course is on developmental principles, theoretical views and recent research.

Prerequisite: PSY 101. (Offered every term.) Credit: 4

### **PSY 250 Social Psychology**

Social Psychology: Study of how people think about, influence, and relate to one another. Topics in this course include the social self, attributions, attitudes, gender and cultural influences, conformity, persuasion, group processes, prejudice, aggression, attraction, conflict and conflict resolution, and application of social psychology principles. Cross-listed with SOC 203. Prerequisite: PSY 101. (Offered every spring term.) Credit: 4

### **PSY 251 Psychology of Personality**

Psychology of Personality: Survey of selected theories of personality and principles of personality development. Prerequisite: PSY 101. (Offered as needed.) Credit: 4

### **PSY 271 Abnormal Psychology**

Abnormal Psychology: Study of psychological disorders and the theoretical, clinical, and experimental perspectives in the study of psychopathology. This course examines the terminology, classification, etiology, assessment, and treatment of major disorders. Prerequisite: PSY 101. (Offered every fall and spring term.) Credit: 4

### **PSY 280 Health Psychology**

Health Psychology: Study and exploration of the science and practice of clinical health psychology. This course examines the relationship between behavior and health and the application of the biopsychosocial model to health promotion, disease prevention, and treatment and coping strategies for illness and disability. Prerequisite: PSY 101. (Offered as needed.) Credit: 4

### **PSY 300 Research Methods I**

Research Methods I: Study of experimental methods used to address psychological questions. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course, in conjunction with PSY 301, is designated as writing intensive. Prerequisites: PSY 101, PSY 200 (or instructor permission) and MAT 131 or equivalent. This course must be taken concurrently with PSY 301. (Offered every fall term.) Credit: 4

### **PSY 301 Research Methods Lab**

Research Methods Lab: Application of techniques and procedures of psychological research including conducting experiments. This course, in conjunction with PSY 300, is designated as writing-intensive. Two hours laboratory per week. Prerequisites: PSY 101, PSY 200 (or instructor permission), and MAT 131 or equivalent. This course must be taken concurrently with PSY 300. (Offered every fall term.) Credit: 2

### **PSY 302 Research Methods II**

Research Methods II: The second of a two-part research course designed to provide more in depth experience in psychological research. The course includes completion of an independent research project. Students will present their research and prepare their research to be submitted for presentation in a regional or national venue. This course is designated as writing intensive. Graduate school preparation is an additional important part of this course. Course fee applies. Prerequisites: PSY 200, PSY 300 and PSY 301. (Offered every spring term.) Credit: 4

### **PSY 311 Infant and Child Development**

Infant and Child Development: An examination of the development of children from early infancy through middle childhood including various aspects of pre and post natal development. Theoretical, empirical and practical aspects of the cognitive, social, emotional, and physical development of the young child will be covered. Prerequisite: PSY 101. (Offered every spring term.) Credit: 4

### **PSY 312 Adolescent Psychology**

Adolescent Psychology: Study of the psychological, biological, and cultural changes accompanying adolescence, including the effect of these changes on emotional, intellectual, and social development. Prerequisite: PSY 101. (Offered every fall term.) Credit: 4

### **PSY 313 Psychology of Adulthood and Aging**

Psychology of Adulthood and Aging: An examination of the factors that contribute to the psychological profile characterizing adulthood and old age, with concentration on old age. Emphasis on theories and processes underlying continuity and change with age. Included are field trips and discussion of new issues in applied research and service provision for other persons. Prerequisite: PSY 101. (Offered every even fall term.) Credit: 4

### **PSY 324 Psychology of Learning**

Psychology of Learning: The focus of this course is on gaining a thorough grounding in the field of learning theory and behavior modification. This will include relevant definitions, historical development of the field, key learning theorists and their principles, and the application of learning theory and behavior modification techniques in the real world. Prerequisite: PSY 101. (Offered every spring term.) Credit: 4

### **PSY 326 Cognitive Psychology**

Cognitive Psychology: Scientific study of mental processes involved in the acquisition, storage, retrieval and use of knowledge. This course covers theory and research in cognitive psychology as applied to topics such as attention, memory, language, and problem solving. Prerequisite: PSY 101. (Offered every spring term. (Offered every fall term.) Credit: 4

### **PSY 327 Psychology of Language**

Psychology of Language: The study of cognitive, social and biological processes that make language such a useful tool of communication. Topics of interest include animal communications, language acquisition, language disorders and social aspects of language. Prerequisite: PSY 101. (Offered every even spring term.) Credit: 4

### **PSY 350 Organizational Psychology**

Organizational Psychology: An examination of the behavioral aspects of organizations within society. Specific topics include the interrelationships between the individual and informal and formal groups; group formation, cohesiveness, conformity, norms, interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: PSY 101. (Offered as needed.) Credit: 4

### **PSY 351 Forgiveness: Theory/Research/Practice**

Forgiveness: Theory, Research and Practice: This course will review theory and empirical research on forgiveness and its interface with social psychology, personality and development, as well as physical, mental, relational, and spiritual health. The role of forgiveness in the major world religions and philosophies will be explored. Applications of forgiveness in society, therapy, education, prevention, and wellness will be covered. Prerequisite: PSY 101. (Offered every fall term.) Credit: 4

### **PSY 354 Forensic Psychology**

Forensic Psychology: The study of the interface between psychology and law, emphasizing the application of scientific knowledge to the public sphere. Includes the study of jury dynamics, eyewitness behavior and testimony, forensic implications of memory research, child custody, death penalty mitigation, legal competence, and the insanity defense. Prerequisite: PSY 101. (Offered as needed.) Credit: 4

### **PSY 360 Introduction to Counseling**

Introduction to Counseling: An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic and existential approaches to therapy. Individual, group and family therapies will be discussed. Prerequisite: PSY 101. (Offered every odd fall term.) Credit: 4

### **PSY 361 Cross-Cultural Psychology**

Cross-Cultural Psychology: This course is designed to examine human behavior within a cultural context. The class will help students increase awareness and understanding of the similarities and differences among cultures. Through readings, discussions, and in and out of



class experiences, students will explore topics such as culture, race, ethnicity, gender, sexual orientation, social class, and ability.  
Prerequisite: PSY 101. (Offered as needed.) Credit: 4

### **PSY 370 Exceptional Children**

Exceptional Children: Study of problems experienced by children who deviate from normative patterns of growth and development.  
Prerequisite: PSY 101. (Offered every odd spring term.) Credit: 4

### **PSY 371 Child & Adolescent Psychopathology**

Child and Adolescent Psychopathology: An introduction to the scientific psychological study of behavior disorders in childhood and adolescence. Students will learn to identify the most common manifestations of these disorders and to understand the various current theories of their etiology and dynamics. Disorders will be studied from several different vantage points, including the psychodynamic, family systems, socio-cultural, developmental, and biological. Prerequisites: PSY 101 and one of the following: PSY 210, 271, 311 or 312, or permission of the instructor. (Offered every other spring term.) Credit: 4

### **PSY 375 Practicum in Group Dynamics**

Practicum in Group Dynamics: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Repeatable for a total of 12 hours. Prerequisites: PSY 101, Junior or Senior Standing in the major, and permission of the instructor. (Offered every fall and spring term.) Credit: 1-4

### **PSY 379 Psychological Testing**

Psychological Testing: Introductory study of principles of test evaluation and interpretation and consideration of examples of the major types of psychological tests in reference to these principles. Prerequisites: PSY 101 and MAT 131. (Offered as needed.) Credit: 4

### **PSY 385 Physiological Psychology**

Physiological Psychology: This course is designed to provide an in-depth exploration of the field of physiological psychology. The main focus of this course is on gaining a detailed understanding of the structure and function of the human brain and nervous system. We will cover many topics including the intricacies of neurons, various forms of biologically based behavior and some of the neurological disorders. For each of these areas, the primary emphasis will be on the physiological aspects and their influences on human behavior. Prerequisite: PSY 101. (Offered every spring term.) Credit: 4

### **PSY 389 Topics in Psychology**

Topics in Psychology: Intensive exploration of a field or controversy in psychology. Topic of the course will vary from term to term. May be repeated with different subtitles. Prerequisite: PSY 101 or permission of the instructor. (Offered as needed.) Credit: 4

### **PSY 390 Directed Reading**

Directed Reading: Independent investigation of a topic through a program of directed readings with written presentation of findings; oral examination conducted by department members. Prerequisite: PSY 101 and permission of instructor. Repeatable for a total of 8 hrs. (Offered as needed.) Credit: 1-4

### **PSY 391 Psychology Research Assistant I**

Psychology Research Assistant I: Participation in research programs in conjunction with faculty. The 300 level of research participation involves working closely with a faculty member to provide a library search, collect or enter data or some other basic level research assistance. Prerequisites: PSY 101, PSY 300, PSY 301 and permission of the instructor. PSY 300 and PSY 301 may be taken concurrently with permission. (Offered as needed) Credit: 1-4

### **PSY 392 Independent Research**

Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is

devoted to formulating the problem, determining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisite: PSY 101 and permission of the department. (Offered as needed.) Credit: 1-4

### **PSY 395 Psychology Lab Assistant**

Psychology Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisite: PSY 101 and permission of the department. Repeatable for a total of 4 hrs. (Offered as needed.) Credit: 1-2

### **PSY 398 Topics: International Preparation**

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in PSY 399. The total number of hours for PSY 398 and PSY 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

### **PSY 399 International Experience**

International Experience: The international experience component of PSY 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for PSY 398 and PSY 399 cannot exceed four total hours. Prerequisite: Completion of PSY 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **PSY 400 Adv Gen I: History and Systems**

Advanced General I: History and Systems of Psychology: The first half of the capstone course in the major. The focus of this course is an in-depth look at the history of psychology from ancient times to the present. This course covers the philosophical background, early beginnings, and current understandings of the modern age of psychology. Students begin writing their senior paper that is completed in the second half of the course, PSY 401. Prerequisite: 21 hours of psychology courses and senior status. (Offered every fall semester.) Credit: 4

### **PSY 401 Adv General II: Contemp Issues**

Advanced General II: History and Systems of Psychology: The second half of the capstone course in the major. The focus of the course in the consideration of the major issues in psychology from a dialectical perspective. Students complete their senior paper that is begun in PSY 400. Prerequisite: PSY 400 and 21 hours of psychology courses and senior status. (Offered every spring term.) Credit: 4

### **PSY 491 Psychology Research Assistant II**

Psychology Research Assistant II: Participation in research programs in conjunction with faculty. At the end of the term, students will present the results of their work. The 400 level of research participation involves collaboration with a faculty member on more advanced aspects of research such as design, analysis, report preparation, etc. Students are expected to serve as full coauthors on publications or presentations of the research. Course may not be repeated for credit in the psychology major, but may be repeated for general university elective credit. Prerequisites: PSY 101, PSY 300, PSY 301 and permission of the instructor. (Offered as needed.) Credit: 1-4

### **PSY 499 Advanced Independent Research**

Advanced Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. Refinement of the initial design and proposal developed in PSY 392, collection and analysis of data, preparation of formal APA style research paper, presentation of results at a regional or national conference, and submission for publication in a peer reviewed journal. Prerequisite: PSY 392. (Offered as needed.) Credit: 1-4

### **QUEENS ADVANTAGE: CULMINATING EXPERIENCE**

#### **QCP 400 H Honors: Culminating Experience**

Honors: Culminating Experience: This Honors capstone seminar in The Queens Advantage Program focuses on a common theme or



question and challenges students to reflect on their education emphasizing the roles they may play in their future beyond Queens. All students create a culminating project that integrates materials from General Education and other components of their educational experience. Prerequisite: QMP 100 or QMP 200 and the successful completion of a 300-level QLC. (Offered every fall and spring term.) Credit: 2

#### **QCP 410 Culminating Experience**

Culminating Experience: This capstone seminar in The Queens Advantage Program focuses on a common theme or question and challenges students to reflect on their education and to imagine their future beyond Queens. All students create a culminating project that integrates materials from the Queens Advantage Program and other components of their educational experience. Prerequisite: QMP 100 or QMP 200 and the successful completion of a 300-level QLC. (Offered every fall and spring term.) Credit: 2

#### **QUEENS ADVANTAGE: ENGLISH**

##### **QEN 101 Rhetoric and Composition**

Rhetoric and Composition: This course challenges students to develop critical thinking, writing and research skills. Each section will emphasize the creation and revision of a variety of writing projects. Students will be challenged to improve their composition skills through directed workshops and collaborative peer-review. The title of each section may vary. (Offered every fall term and spring term, as needed.) Credit: 4

##### **QEN 102 Rhetoric & Argument**

Rhetoric & Argument: This course challenges students to develop further their writing and research skills with a focus on critical thinking and argumentation. This seminar approaches these writing goals from within a particular learning community theme, giving students a milestone experience in reflection and integration of ideas while continuing to develop their writing skills. The title of each section will vary by learning community. Corequisite: QLC 120, 130, 140, 150, or 160 from the same learning community. (Offered every spring term, as needed.) Credit: 4

#### **QUEENS ADVANTAGE: HEALTH AND WELLNESS**

##### **QHW 103 Health and Wellness**

Health and Wellness: This course challenges students to explore the multiple dimensions of self. This course includes assignments and/or activities that require students to examine and reflect on their own sense of health and wellness in relation to the mind, body and/or spirit. May be repeated with a different topic for a total of 4 hrs. (Offered every fall and spring term, Day and Evening.) Credit: 2

#### **QUEENS ADVANTAGE: LEARNING COMMUNITIES**

##### **QLC 120 Individuals & Society**

Individuals & Society: In this humanities course, students explore themes or issues of identity and personal responsibility and are challenged to draw connections to other courses in their learning community. The title of each section will vary by learning community. Corequisite: QEN 102 from the same learning community. (Offered every spring term.) Credit: 4

##### **QLC 130 Institutions & Society**

QLC: Institutions & Society: In this social sciences course, students explore themes or issues in society, consider their connections to civic and social responsibility and are challenged to draw connections to other courses in their learning communities. The title of each section will vary by learning community. Corequisite: QEN 102 from the same learning community. (Offered every spring term.) Credit: 4

##### **QLC 140 Science & Society**

QLC: Science & Society: In this science lecture and laboratory course, students explore the important role that scientific knowledge and practice play in public life and are challenged to draw connections to other courses in their learning community. The title of each section will vary by learning community. Corequisite: QEN 102 from the same

learning community. Course fee applies. (Offered every spring term.) Credit: 4

##### **QLC 150 Creativity & Innovation**

QLC: Creativity & Innovation: This course introduces students to the way creative and innovative thinking and practice shapes individual identity, community development and society and challenges students to draw connections and reflect on their learning in the learning community. The title of each section will vary by learning community. Corequisite: QEN 102 from the same learning community. Course fee applies. (Offered every spring term.) Credit: 4

##### **QLC 160 Quantitative Literacy**

QLC: Quantitative Literacy: In this quantitative reasoning course students are introduced to the use of quantitative approaches to problem-solving within intercultural, personal or social contexts and challenges students to draw connections and reflect on their learning in the learning community. The title of each section will vary by learning community. Corequisite: QEN 102 from the same learning community. (Offered every spring term.) Credit: 4

##### **QLC 175 H Honors: Exploring Connections**

Honors: Exploring Connections: This one credit course is a co-requisite course normally taken by honors students in the spring of their first year. In this course, students will participate in an in-depth exploration of the learning community topics and structure while engaging in discussions with other students in the Honors Program. Corequisite: two QLC 1xx courses. (Offered every spring term.) Credit: 1

##### **QLC 220 QLC-Individuals & Society**

QLC-Individuals & Society: In this humanities course, students explore themes or issues of identity and personal responsibility in a variety of contexts and are challenged to draw connections and reflect on their learning in the learning community. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by learning community. Prerequisites: QEN 101 and QEN 102, and the successful completion of a 100-level QLC. Corequisite: One QLC 2xx from the same learning community. (Offered every fall and spring term.) Credit: 4

##### **QLC 230 QLC-Institutions & Society**

QLC-Institutions & Society: In this social sciences course, students explore themes or issues in society, consider their connections to civic and social responsibility and are challenged to draw connections to other courses in their learning communities. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by learning community. Prerequisites: QEN 101 and QEN 102. Corequisite: One QLC 2xx from the same learning community. (Offered every fall and spring term.) Credit: 4

##### **QLC 240 QLC-Science & Society**

QLC-Science & Society: In this science lecture and laboratory course, students explore the important role that scientific knowledge and practice play in public life and are challenged to draw connections to other courses in their learning community. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by learning community. Prerequisite: QEN 101 and QEN 102. Corequisite: One QLC 2xx from the same learning community. Course fee applies. (Offered every fall and spring term.) Credit: 4

##### **QLC 250 QLC - Creativity and Innovation**

QLC-Creativity & Innovation: In this course, students are introduced to the way creative and innovative thinking and practice shapes individual identity, community development and society and challenges students to draw connections and reflect on their learning in the learning community. This course also includes at least one assignment that

requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by learning community. Prerequisites: QEN 101 and QEN 102. Corequisite: One QLC 2xx from the same learning community. Course fee applies. (Offered every fall and spring term.) Credit: 4

#### **QLC 260 QLC-Quantitative Literacy**

QLC-Quantitative Literacy: In this quantitative reasoning course students are introduced to the use of quantitative approaches to problem-solving within intercultural, personal or social contexts and challenges students to draw connections and reflect on their learning in the learning community. This course will also include at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital and visual. The title of each section will vary by learning community. Prerequisite: QEN 101 and QEN 102. Corequisite: One QLC 2xx from the same learning community. (Offered every fall and spring term.) Credit: 4

#### **QLC 275 H Honors: Analyzing Disciplines**

Honors: Analyzing Disciplines: This one credit hour course is a co-requisite normally taken by honors students in their second or third year. Honors students in this course will examine the interdisciplinary nature of the university experience. Co-requisite: two QLC 2xx courses. Credit: 1

#### **QLC 320 QLC-Individuals and Society**

QLC-Individuals and Society: In this humanities course, students examine how moral and/or ethical values shape issues of identity and personal responsibility in a variety of contexts and challenges students to apply their learning in at least one curricularly integrated community engagement experience. The title of each section will vary by learning community. Prerequisite: QEN 101 and QEN 102. Corequisite: One QLC 3xx from the same learning community. (Offered every fall and spring term.) Credit: 4

#### **QLC 330 QLC-Institutions and Society**

QLC-Institutions and Society: In this social sciences course, students examine how moral and/or ethical values shape issues of civic and social responsibility through the lens of the social sciences and challenges students to apply their learning in at least one curricularly integrative community engagement experience. The title of each section will vary by learning community. Prerequisites: QEN 101 and QEN 102. Corequisite: One QLC 3xx from the same learning community. (Offered every fall and spring term.) Credit: 4

#### **QLC 340 QLC-Science and Society**

QLC-Science and Society: In this science lecture and laboratory course, students explore how moral and/or ethical values shape the role scientific knowledge and practice play in public life and challenges students to apply their learning in at least one curricularly integrated community engagement experience. The title of each section will vary by learning community. Prerequisites: QEN 101 and QEN 102. Corequisite: One QLC 3xx from the same learning community. Course fee applies. (Offered every fall and spring term.) Credit: 4

#### **QLC 350 QLC-Creativity and Innovation**

QLC-Creativity and Innovation: In this course, students examine how moral and/or ethical values inform creative and innovative approaches to community issues or problems and challenges students to apply their learning in at least one curricularly integrative community engagement experience. The title of each section will vary by learning community. Prerequisites: QEN 101 and QEN 102. Corequisite: One QLC 3xx from the same learning community. Course fee applies. (Offered every fall and spring term.) Credit: 4

#### **QLC 360 QLC-Quantitative Literacy**

QLC-Quantitative Literacy: In this course, students examine quantitative approaches to problem-solving within intercultural, personal or social contexts and challenges students to draw connections and reflect on their learning in the learning community. This course will also include at least one assignment that requires students to share their learning

through one or more of the following modes of communication: written, oral, non-verbal, digital and visual. The title of each section will vary by learning community. Prerequisite: QEN 101 and QEN 102. Corequisite: One QLC 3xx from the same learning community. (Offered every fall and spring term.) Credit: 4

#### **QLC 375 H Honors: Engaging Communities**

Honors: Engaging Communities: This one credit hour course is a co-requisite normally taken by honors students in their second or third year. This course will facilitate the development of leadership capacity in Honors students while emphasizing the relationship between the university experience and the community. Co-requisite: two QLC 3xx courses. Credit: 1

#### **QLC 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in QLC 399. The total number of hours for QLC 398 and QLC 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **QLC 399 International Experience**

International Experience: The international experience component of QLC 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for QLC 398 and QLC 399 cannot exceed four total hours. Prerequisite: Completion of QLC 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **QUEENS ADVANTAGE: ROADMAP**

##### **QMP 100 Roadmap-Welcome to Queens**

Roadmap--Welcome to Queens: The QMP 100 Roadmap seminar introduces students to the unique educational experience provided by The Queens Advantage Program, the university's general education curriculum. There are two key purposes of this course: 1) to introduce the kind of reflective and integrative thinking that will be expected of them in progressively challenging ways throughout the general education program and their academic careers and 2) to assist students in navigating their transition to the Queens community and its resources for their development and success. (Offered every fall term and spring term.) Credit: 2

##### **QMP 200 Transition Roadmap**

Transition Roadmap: QMP 200 introduces transfer and post-traditional students to the unique educational experience provided by The Queens Advantage Program, the general education curriculum. There are two key purposes of this course: 1) to introduce students to the kind of reflective and integrative thinking that will be expected of them in progressively challenging ways throughout the general education program and their academic careers here and 2) assist them in navigating their transition as returning college students including introducing them to the Queens community and its resources for their development and success. Additionally, each section will introduce students to the Queens Community and its resources for student development and success. (Offered every fall and spring term, as needed, Day and Evening.) Credit: 2

#### **RELIGION**

##### **REL 110 Religion in a Global Context**

Religion in a Global Context: This course introduces students to the study of world religions in cultural and historical contexts and introduces the multi-faceted role of religion by examining social, economic, historical, political, and ethical issues. (Offered every spring term.) Credit: 4

##### **REL 210 Basics in Biblical Studies**

Basics in Biblical Studies: This course introduces the nature of biblical writings, methods used in biblical studies, and the history, literature, and faith of ancient Israelites and early Christians. Attention is also devoted to the role of the Bible in contemporary culture. (Offered every

odd fall term.) Credit: 4

### **REL 315 Seminar: Sacred Texts and Tradition**

Seminar in Sacred Texts and Traditions: Upper-level study of religious scriptures or movements. Topics will be chosen by the department. Course may be repeated for a total of 8 hours credit with different subtitles. (Offered as needed.) Credit: 4

### **REL 365 Seminar: Religion, Ethics, Society**

Seminar in Religion, Ethics, and Society (possible topics include Islam, Women and Gender in the Muslim World, Introduction to Buddhism, and Peacemaking in the Holy Land: Upper-level study of key issues at the intersection of religion and social ethics. Topics will be chosen by the department. Course may be repeated for a total of 8 hours of credit with different subtitles. (Offered as needed.) Credit: 4

### **REL 390 Directed Studies**

Directed Studies: This faculty-supervised study of an approved topic in religion through selected reading will be evaluated through a weekly meeting with the instructor and a comprehensive paper. Prerequisite: junior or senior religion or philosophy major, 12 hours in religion, and permission of the instructor. (Offered as needed.) Credit: 1-4

### **REL 398 Topics: International Preparation**

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in REL 399. The total hours for REL 398 and REL 399 cannot exceed four total hours. Prerequisite: Junior standing and 2.0 or better cumulative GPA. Credit: 1-4

### **REL 399 International Experience**

International Experience: The international experience component of REL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for REL 398 and REL 399 cannot exceed four hours. Prerequisite: completion of REL 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **REL 400 Capstone in Religion**

Capstone in Religion: In this course, majors in both religion and philosophy will pursue significant research projects in the context of a collaborative learning community. Working with the departmental faculty, students will complete a project that builds on work done in earlier courses, which will ideally be a paper or project of original thinking and thoughtful research. Prerequisite: at least one 300-level course in religion, junior standing in the major, and 12 hours in religion. (Offered as needed.)

## **SCIENCE**

### **SCI 101 Issues in Science**

Issues in Science: This course will present issues of current in the sciences that are not offered on a regular basis in the curriculum. Topics are announced annually. May not count any science or mathematics major. May be repeated for credit under different subtitles. Prerequisite: None. Credit: 3-4

### **SCI 398 Topics: International Prep**

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in SCI 399. This course does not count towards the biology major. Lab fees apply when appropriate. Prerequisite: Junior standing and a 2.0 cumulative GPA. (Offered fall or spring term.) The total number of credit hours for SCI 398 and SCI 399 cannot exceed 4 total hours. Credit: 1-4

### **SCI 399 International Experience**

Topics in International Preparation: This course examines international

aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in SCI 399. This course does not count towards the biology major. Lab fees apply when appropriate. Prerequisite: Junior standing and a 2.0 cumulative GPA. (Offered fall or spring term.) The total number of credit hours for SCI 398 and SCI 399 cannot exceed 4 total hours. Credit: 1-4

## **STUDENT LEARNING AND DEVELOPMENT**

### **SLD 100 Roadmap: Campus Connections**

Roadmap: Campus Connections: This course connects students to the university experience by emphasizing the interactions between QMP 100/200, the Queens campus, and the community of Charlotte. By working with a peer mentor, students will explore the ways that they can integrate their academic and co-curricular experiences to be successful at Queens. Credit: 0

### **SLD 200 Resident Assistant Gateway Course**

Resident Assistant Gateway Course: This course is designed to further enhance leadership skills and deepen understanding of the role of Resident Assistant. Each week, students will engage in topics that will not only increase self-awareness, but also aid learners in building a vibrant campus community through the lens of student development. Using classroom tools like group discussion, reflection opportunities, and article analysis, we will balance the importance of community development with skills related to professional preparedness for the post-graduate workforce. Required for all Resident Assistants at Queens University of Charlotte. Course may be repeated. Permission of instructor required. Credit: 0

### **SLD 370 Supplemental Instruction Leadership**

Supplemental Instruction Leadership: This course is designed to prepare students as Supplemental Instruction Leaders. Supplemental Instruction is an academic assistance program that utilizes peer-assisted student sessions to develop cognitive learning skills and course content mastery. This course examines student learning and cognitive development theories as well as research supported strategies for targeted classes to increase student performance and retention. Over the course of the term, student leaders will engage in self-reflective writing, in class discussions and explore current literature to develop their own cognitive learning and leadership skills. Prerequisite: a 3.0 GPA, a grade of B or better in the target course, and instructor permission. Most Supplemental Instruction Leaders will register for 2 credits with those signing up for 3 or 4 credits will take on additional leadership responsibilities and/or completion of a scholarship of teaching and learning (SOTL) project. Credit: 2-4

### **SLD 371 Supplemental Instruction Ldrshp II**

Supplemental Instruction Leadership: This course is designed to prepare students as Supplemental Instruction Leaders. Supplemental Instruction is an academic assistance program that utilizes peer-assisted student sessions to develop cognitive learning skills and course content mastery. This course examines student learning and cognitive development theories as well as research supported strategies for targeted classes to increase student performance and retention. Over the course of the term, student leaders will engage in self-reflective writing, in class discussions and explore current literature to develop their own cognitive learning and leadership skills. Prerequisite: a 3.0 GPA, a grade of B or better in the target course, and instructor permission. Most Supplemental Instruction Leaders will register for 2 credits with those signing up for 3 or 4 credits will take on additional leadership responsibilities and/or completion of a scholarship of teaching and learning (SOTL) project. Credit: 2-4

### **SLD 372 Sup Inst Project**

Supplemental Instruction Leadership Project: The student will conduct a supervised project on the Scholarship of Teaching and Learning (SOTL) related to the Supplemental Instruction Program, under the guidance of the course instructor. Co- or Pre-requisite: SLD 370 plus acceptance into the Supplemental Instructor program, which requires a 3.0 GPA, a grade of B or better in the target course, and instructor

permission. May be repeated once. (Offered each fall and spring term.) Credit: 1-2.

## **SOCIOLOGY**

### **SOC 101 Introduction to Sociology**

Introduction to Sociology: This course provides an investigation of the relationship between individuals and their social worlds. Students will be exposed to the theoretical and research foundations of sociology as they apply to the study of social institutions, culture, and social processes. Important questions to consider include the following: How are diverse societies organized? How do social forces influence individuals' lives and opportunities? How is culture created and reproduced? No prerequisite. (Offered every semester.) Credit: 4

### **SOC 150 Social Problems**

Social Problems: This course addresses contemporary social problems (e.g., crime and poverty) from a sociological perspective. How do some situations come to be defined as problems while others are not? What issues are involved in creating social programs or policies to address social problems? Students use sociological theories to explain the problems and sociological research to identify how prevalent the situation is and what interventions are effective. No prerequisite. (Offered every semester.) Credit: 4

### **SOC 203 Social Psychology**

Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perceptions and behavior of the individual in groups. Cross-listed with PSY 230. Prerequisite: SOC 101 or PSY 101. (Offered every semester.) Credit: 4

### **SOC 220 Special Topics in Sociology**

Special Topics in Sociology: Investigation of a single topic or area in Sociology. The topic may vary each term offered. Course can be repeated twice with different subtitles for a total of 8 hours. No prerequisite. Credit: 4

### **SOC 230 Crime and Deviance**

Crime and Deviance: Students in this course will study why individuals engage in rule-breaking (both criminal and non-criminal) behavior and how such social action becomes labeled as deviant. The consequences associated with labeling others as deviant and individuals developing a deviant identity will be considered. No prerequisite. (Offered every even spring term.) Credit: 4

### **SOC 250 Social Science Research Methods**

Social Science Research Methods: In this course, students will explore how social scientists collect and analyze data and communicate research results. Students will have several opportunities to practice skills foundational to the research process, including developing empirical questions, using computer software to work with quantitative data, and critically reading scientific studies. Central topics include research ethics, sampling, survey design, and applied statistics. This course fulfills the writing-intensive course requirement. Cross-listed with POL 250. Prerequisites: one course in the social sciences (POL/PSY/SOC) and one course in elementary statistics (MAT 130 or 131). (Offered every spring semester.) Credit: 4

### **SOC 310 Family Sociology**

Family Sociology: This course will give students the opportunity to study historical and contemporary aspects of family life and intimate relationships. Special attention will be given to the interplay between the social institutions of work and family and child development within various family contexts. Public policy issues related to modern families will also be considered. No prerequisites. (Offered every even fall term.) Credit: 4

### **SOC 315 Gender and Society**

Gender and Society: This course examines the importance of gender in our society, from how we are socialized to perform gender to the way gender shapes our experiences with social institutions and the types of opportunities, constraints, and situations we are likely to encounter. No prerequisites. (Offered even spring terms.) Credit: 4

### **SOC 320 Advanced Topics in Sociology**

Advanced Topics in Sociology: Investigation of a single topic or area in Sociology. The topic might vary each term offered. Course can be repeated twice with different subtitles for a total of 8 hours. No prerequisites. (Offered as needed.) Credit: 4

### **SOC 330 Medical Sociology**

Medical Sociology: This course examines health, illness, and health care from a sociological perspective. We consider social factors that affect health and illness and cultural factors that influence the manifestation, interpretation and handling of symptoms. At the micro-level, we will consider how illness influences and is influenced by interactions with others and at the macro-level, we will consider how the organization of health care systems affect members of a society. No prerequisite. (Offered every even fall semester.) Credit: 4

### **SOC 335 Sociology of Mental Health**

Sociology of Mental Health: This course examines how mental health is defined and measured, what factors influence mental health and how the mental health system and policies affect the treatment of people with mental illnesses. Mental health is often viewed as a personal characteristic of individuals, but students will consider evidence that suggests it is greatly influenced by social content. Social factors influence whether individuals experience symptoms of poor mental health, how they and others in society react to the symptoms, and what treatments are available. No prerequisite. (Offered every odd fall term.) Credit: 4

### **SOC 340 Race and Ethnicity**

Race and Ethnicity. This course is an examination of the social construction of racial and ethnic groups and the consequences of these distinctions, especially in American culture. Topics covered include prejudice, discrimination, and the development of racial/ethnic identities. No prerequisite. (Offered every odd spring term.) Credit: 4

### **SOC 350 Social Inequality**

Social Inequality: This course examines various forms of inequality (e.g., race, class, and gender) and how these inequalities are reproduced in social life. Students will evaluate how and why individuals create differences and ranking systems within society. Focus will be placed on investigating empirical evidence that demonstrates how stratification affects individuals' life chances. No prerequisite. (Offered every odd fall term.) Credit: 4

### **SOC 360 Directed Individual Study**

Directed Individual Study: Students independently investigate a specific topic in Sociology under the guidance of a faculty member. Evaluation is based on regular meetings, project drafts, a final research project, and/or an oral examination at the end of the term. Prerequisite: Junior or Senior standing, with permission of the instructor and department chair. (Offered as needed.) Credit: 2-4

### **SOC 398 Topics International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in SOC 399. The total number of hours for SOC 398 and SOC 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

### **SOC 399 International Experience**

International Experience: The international experience component of SOC 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total hours for SOC 398 and SOC 399 cannot exceed four total hours. Prerequisite: Completion of SOC 398 with a grade of C- or better (an average of 70). Credit: 1-4

### **SOC 400 Social Theory**

Social Theory: An investigation of major classical and modern social



theories about human interaction and prominent elements of the social world. Emphasis will be placed on the application of theoretical concepts to a variety of contemporary research topics in Sociology. Prerequisites: SOC 250 and at least Junior standing. (Offered every odd spring term.) Credit: 4

#### **SOC 411 Capstone in Sociology**

Capstone in Sociology: In this seminar-style course, students will critically examine a variety of current issues that are capturing the imaginations of scholars in Sociology. Examples of contemporary research in the field will serve as models for students as they complete and defend an original research project as a culminating experience in the major. Prerequisites: SOC 250, eight additional hours in Sociology, and at least junior standing. (Offered every even spring term.) Credit: 4

#### **SOC 450 Advanced Research Participation**

Advanced Research Participation: Participation in a research project in conjunction with a faculty member. At the end of the term, students will present the results of their work. Prerequisites: SOC 250 and permission of the instructor and department chair. (Offered as needed.) Credit: 2-4

#### **SOC 455 Independent Research in Sociology**

Independent Research in Sociology: Opportunity for students to conduct independent research in Sociology. Students must produce a professional product of their original scholarship (e.g., a research manuscript/thesis). Research proposal must be submitted and approved the term prior. Prerequisites: SOC 250, at least junior standing, and permission of the instructor and department chair. (Offered as needed.) Credit: 4

### **SPANISH**

#### **SPN 101 Elementary Spanish I**

Elementary Spanish I: This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish as well as demonstrate cultural awareness. Prerequisite: None. (Offered every fall and spring term.) Credit: 4

#### **SPN 102 Elementary Spanish II**

Elementary Spanish II: This course is a continuation of SPN 101 and focuses on the fundamental elements of the Spanish language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and should be able to demonstrate further cultural awareness. Prerequisite: SPN 101, placement exam, or permission of instructor. Course fee applies. (Offered every fall and spring terms.) Credit: 4

#### **SPN 220 Inter Spanish: Grammar/Conversation**

Intermediate Spanish: Grammar and Conversation: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level courses. Through the use of literature, history and culture of the twenty-one countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. Prerequisite: SPN 102, placement exam, or permission of instructor. Course fee applies. (Offered every fall term.) Credit: 4

#### **SPN 230 Inter Spanish: Written Exp/Reading**

Intermediate Spanish: Written Expression and Reading Comprehension: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the twenty-one countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. Prerequisite: SPN 102, placement exam, or permission of instructor. Course fee applies. (Offered every

spring term.) Credit: 4

#### **SPN 305 Interactive Cultural Exploration**

Interactive Cultural Exploration: This course is optional for qualified students participating in the language immersion programs offered through the Center for International Education. This independent study will consist of a series of one-page typed papers done by the student in the target language. All research, investigation, and interviews needed to complete these papers must be done while the student is in the country where the student program takes place. Prerequisites: SPN 220, SPN 230, and permission of the Department Chair. (Offered as needed.) Credit: 1-4

#### **SPN 310 Grammar: Solving the Puzzle**

Grammar: Solving the Puzzle: A thorough review and expansion of Spanish grammar. This course fulfills the writing intensive course requirement. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every odd spring term.) Credit: 4

#### **SPN 320 Written Expression**

Written Expression: Application of the principles of Spanish grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every even spring term.) Credit: 4

#### **SPN 340 Vital Conversations**

Vital Conversations: Builds oral proficiency and awareness of Hispanic cultures through discussions, debates and presentations with stress on pronunciation, intonation, and correct modes of expression; writing activities support speaking. Prerequisite: SPN 220 or SPN 230 or permission of instructor. (Offered every even fall term.) Credit: 4

#### **SPN 350 Span-American Civ & Cultures**

Spanish-American Civilizations and Cultures: A course designed to give students a better understanding of the history and civilizations of Spanish-America and to increase their knowledge of Hispanic cultures. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every odd spring term.) Credit: 4

#### **SPN 351 Civilization and Culture of Spain**

Civilization and Culture of Spain: A panoramic study of the history, cultures, and civilizations that have led to the development of Spain as a modern nation from its early origins to its most current events. Various artistic ways of expression (painting, architecture, literature, music and cinema) will also be studied. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every even spring term.) Credit: 4

#### **SPN 360 A Taste of Literature**

A Taste of Literature: The study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered as needed.) Credit: 4

#### **SPN 370 Topics in Hispanic Studies**

Topics in Hispanic Studies: Course designed to address a specific topic or area of Hispanic Studies. Topic will be announced the term preceding the offering. May be repeated with different topics for a total of 12 hrs. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered as needed.) Credit: 1-4.

#### **SPN 380 Adv Spanish for the Professions**

Advanced Spanish for the Professions: An intensive study of specialized communication in Spanish. The content of this course will emphasize language skills for particular professions, which may include business, education, health sciences, communications, and others. Service learning is required as part of this course. Course can be repeated up to three times with a different topic. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered as needed.) Credit: 4

#### **SPN 398 Topics: International Preparation**

Topics: International Preparation: This course examines international



aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in SPN 399. The total number of hours for SPN 398 and SPN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

#### **SPN 399 International Experience**

International Experience: The international experience component of SPN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for SPN 398 and SPN 399 cannot exceed four total hours. Prerequisite: completion of SPN 398 with a grade of C- or better (an average of 70). Credit: 1-4

#### **SPN 400 Directed Study**

Directed Study: An independent study of a topic of interest to a student, or an internship. Projects must require the use of the Spanish language. May be repeated with different topics. Prerequisite: Two 300 level courses, and permission of instructor. (Offered as needed.) Credit: 1-8

#### **SPN 410 The Nuances of Grammar**

Nuances of Grammar: Intensive grammatical review with emphasis on the more difficult concepts of Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. This course fulfills the writing intensive course requirement. Prerequisite: Two 300 level courses, or permission of instructor. (Offered as needed.) Credit: 4

#### **SPN 420 Capstone Seminar in Spanish**

Capstone Seminar in Spanish: The capstone seminar is a Senior-level course for Spanish majors in which students are required to integrate the diverse body of knowledge and skills gathered throughout the school years with the aim of producing an original research paper on culture, literature, solving a problem, or any other topic that is previously approved by the capstone director. The Capstone is completed during the fall of the student's senior year. (Offered every fall term.) Credit: 4

#### **SPN 430 Latino Literature**

Latino Literature: This course will examine selected poetry, drama and prose works written by Hispanic/Latino writers in the United States. Prerequisite: Two 300 level courses, or permission of instructor. Course is taught in Spanish. (Offered as needed.) Credit: 4

#### **SPN 440 Spanish-American Narrative**

Spanish-American Narrative: A study of the Spanish-American novel and short story from different historical periods. Prerequisites: Two 300 level courses, or permission of instructor. (Offered as needed.) Credit: 4

### **THEATRE**

#### **THR 118 Acting Practicum**

Acting Practicum: Admission by audition. Those students who are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of the major. Students cast in productions are not compelled to receive academic credit. Course is repeatable for a total of 6 hours. Credit: 1-4

#### **THR 120 Introduction to Theatre**

Introduction to Theatre: An introduction to dramatic literature (play analysis, genre, style) and theatre (architecture, history, design and production), this course addresses the differences between drama and theatre, provides an overview of their origins and development, and explores how plays get from page to stage. This course fulfills the University writing-intensive requirement. Prerequisite: None. Credit: 4

#### **THR 150 Beginning Acting**

Beginning Acting: Introduction to basic principles of acting theory and

accompanying illustrative exercises: relaxation, observation, concentration, imagination, alignment, improvisation, etc. Prerequisite: None. Credit: 4

#### **THR 210 Stagecraft Practicum**

Stagecraft Practicum: An introduction to basic skills in technical theatre, including shop safety, use of power tools, scenic construction, scene painting, props construction, and lighting techniques. Students participate in theatrical productions with an emphasis on technical elements. Students in this course are required to fulfill duties outside of class meeting hours. Course fee applies. Prerequisite: None. Credit: 1-4

#### **THR 218 Intermediate Acting Practicum**

Intermediate Acting Practicum: Admission by audition. Those students who are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students cast in productions are not compelled to receive academic credit. Course is repeatable for a total of 6 hrs. Prerequisite: THR 118. Credit: 1-4

#### **THR 220 Lighting and Sound Practicum**

Lighting and Sound Practicum: Participation in theatrical production, with emphasis on lighting and sound. Prerequisite: THR 210 and permission of the department. Credit: 1-4

#### **THR 230 Costuming and Makeup Practicum**

Costuming and Makeup Practicum: Participation in theatrical production, with emphasis on costuming and makeup. Prerequisite: THR 210 and permission of department. Credit: 1-4

#### **THR 240 Scenic Arts Practicum**

Scenic Arts Practicum: Participation in theatrical production, with emphasis on set construction and scene painting. Prerequisite: THR 210 and permission of the department. Credit: 1-4

#### **THR 245 Stage Management Practicum I**

Stage Management Practicum I: Participation in theatrical production, with emphasis on stage management. Prerequisite: THR 210 and permission of department. Credit: 1-4

#### **THR 300 Theatre History**

Theatre History: Ancient to Renaissance: Survey of dramatic literature from Ancient Greece to modern, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Prerequisite: None. Credit: 4

#### **THR 319 Advanced Acting Practicum**

Advanced Acting Practicum: Admission by audition. Those students are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students cast in productions are not compelled to receive academic credit. Course is repeatable for a total of 6 hrs. Prerequisite: THR 218. Credit: 1-4

#### **THR 320 Lighting and Sound Design**

Lighting and Sound Design: An exploration of lighting and sound design techniques for the stage. Topics include basic electricity, light and sound plots, instrumentation, computer control, color theory, and acoustics, culminating in practical experience and design projects. Prerequisite: THR 120 or permission of instructor. Credit: 4

#### **THR 321 Advanced Lighting & Sound Practicum**

Advanced Lighting and Sound Practicum: Significant participation in the design and execution of lighting and sound for a theatrical production. Repeatable for a total of 16 hrs. Prerequisite: THR 320 and permission of the department. Credit: 1-4

#### **THR 330 Costuming and Makeup Design**

Costuming and Makeup Design: An exploration of the process

required for designing costumes and make-up, including background and period research, design and execution, and techniques for application to theatrical production. Prerequisite: THR 120 or permission of instructor. Credit: 4

### **THR 331 Advanced Costuming/Makeup Design**

Advanced Costuming and Makeup: Significant participation in the design and execution of costuming and makeup for a theatrical production. Repeatable for a total of 16 hrs. Prerequisite: THR 330 and permission of the department. Credit: 1-4

### **THR 340 Scenic Design**

Scenic Design: An exploration of the craft and process of design for the stage, including script analysis, historical research, sketch concepts, drafting, floor plans, renderings, and scale model construction. Prerequisite: THR 120. Credit: 4

### **THR 341 Advanced Scenic Arts Practicum**

Advanced Scenic Arts Practicum: Significant participation in the design and execution of set for a theatrical production. Repeatable for a total of 16 hrs. Prerequisite: THR 340 and permission of the department. Credit: 1-4

### **THR 345 Advanced Stage Management**

Advanced Stage Management: Significant participation in the planning and implementation of stage management for a theatrical production. Prerequisite: THR 245 and permission of the department. Credit: 1-4

### **THR 350 Advanced Acting**

Advanced Acting: Continued study of acting through text, topic, and/or participation and practical application of acting theory and technique by way of participation in rehearsal, development, and workshop presentation of scenes and/or monologues. Repeatable for a total of 8 hrs. Prerequisite: THR 150. Credit: 4

### **THR 351 Directing for the Theatre**

Directing for the Theatre: Introduction to the basic principles of theatrical production and play analysis from the viewpoint of the director, theoretical exploration of the director's tasks and practical application of such theories and considerations in related exercises and script study. Prerequisites: THR 150 and THR 210. Credit: 4

### **THR 382 Topics in Experiential Theatre**

Topics in Experiential Theatre: Focused consideration of an aspect of theatrical technique. The topic for this course may vary from term to term and may range from the intricacies of dialect and vocal production to specialized movement and acting styles or the development of specialized design and production techniques. May be repeated under different topics for a total of 8 hrs. Prerequisite: THR 120 or permission of the department. Credit: 4

### **THR 398 Topics: International Preparation**

Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in THR 399. The total number of hours for THR 398 and THR 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. Credit: 1-4

### **THR 399 International Experience**

International Experience: The international experience component of THR 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for THR 398 and THR 399 cannot exceed four total hours. Prerequisite: completion of THR 398 with a grade of C- or better (an average of 70). Credit: 1-4

## **TALENT AND ORGANIZATION DEVELOPMENT**

### **TOD 600 Leadership Development**

Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective

and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. Cross-listed with MBA 600. Prerequisite: None. Credit: 3

### **TOD 601 Leadership Development I**

Leadership Development I: The course is grounded in the importance of self-awareness in facilitating personal and professional development via a number of components that include lectures, round table discussions, reflection, and a battery of assessments, which focus on thinking style, leadership profile, value preferences, and a full 360-degree feedback report. Students will conduct an analysis from all of the assessments and course components and submit an Individual Development Plan outlining steps for future development. Cross-listed with MBA 601. Prerequisite: None. Graded: Pass/Fail. A grade of Pass – B or better. Credit: 2

### **TOD 602 Leadership Development II**

Leadership Development II: The course requires the pre-requisite of BUSN 600 and is designed to facilitate the personal and professional development of each student through experiential learning. During this course students will work with their own executive coaches to develop strategies to identify and purpose professional and personal goals. In addition, each student will participate in a group consulting project with a local nonprofit as a part of gaining greater awareness of the community needs and opportunities in the greater Charlotte area. Cross-listed with MBA 602. Prerequisite: TOD 601. Graded: Pass/Fail. A grade of Pass = B or better. Credit: 1

### **TOD 605 Prin Talent and Org Development**

Principles of Talent and Organization Development: This course provides an overview of talent and organization development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intra-group interventions as coaching, process consultation, teaming, and behavior modeling. Cross-listed with MBA 681. Prerequisite: None. Credit: 3

### **TOD 610 Organizational System Change**

Organizational System Change: This advanced graduate seminar explores cutting-edge practices and findings in the field of organization development such as design thinking and organization design. Students participate in an applied OD effort that includes data collection and analysis, and client feedback. Special attention will be paid to the impact of emerging trends such as innovation and complexity theory on best practices in change management. Cross-listed with MBA 682. Prerequisite: TOD 605. Credit: 3

### **TOD 615 Business Acumen**

Business Acumen: This course centers on providing students with business acumen needed to enact successful talent management and organization development careers. Specifically, the course will heighten students' understanding of how to diagnose an organization's strategic landscape, competitors, and positioning, as well as its financial health and operations to identify needed change interventions and to leverage talent. Students will learn to develop a business case for change at various levels, including program return on investment and impacts, and how to measure the effectiveness of interventions. Prerequisite: None. Credit: 3

### **TOD 620 Interpersonal and Group Dynamics**

Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. Cross-listed with MBA 686. Prerequisite: None. Credit: 3

**TOD 622 Understanding Social Identities**

Understanding Social Identities: This course broadly explores definitions of the self and how different social identities develop, change, and overlap with each other across the lifespan. Using both theory and a large body of empirical research, we investigate how our own sense of self as well as our perceptions of other people's identities guide behavior. Guiding questions such as "what does identity mean?" and "how is identity legible?" and "how are national identities formed?" lead to more advanced explorations into the social and cultural influences, uses and ramifications of identities, their performance and their representation. Students explore from a variety of disciplinary perspectives the complex relationships between the formation of group and individual identities and representations of identity within and across categories such as race, class, gender, nation, dis/ability, citizenship, and sexuality in the context of the workplace. Prerequisite: None. Credit: 3

**TOD 624 Cross-Cultural Management**

Cross-cultural Management: This course provides an overview of opportunities, problems, and techniques involved in managing organizations in a cross-cultural context. Students will utilize frameworks and tools to assess the impact of skills, behaviors and management style on cross-border interactions and operations. Students will develop plans for individuals and organizations in cultivating a global mindset for effective leadership across cultures. Cross-listed with MBA 693. Prerequisites: None. Credit 3

**TOD 625 Intro Coaching Theories & Apps**

Introduction to Coaching: Theories and Applications: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, as well as, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Cross-listed with MBA 672. Prerequisite: None. Credit: 3

**TOD 630 People Analytics**

People Analytics: Optimizing Human Capital with Data: People analytics is a data-driven and evidence-based approach to improve people-related decisions connected to individual and organizational success. The hands-on course design guides understanding of the role of data and technology in talent and human capital management. The course uses a blend of practical examples followed by applications to internal organization topics like recruiting, performance evaluation, leadership, hiring and promotion, job design, workforce planning, compensation, employee engagement, diversity, and collaboration. The course does not equip you to be a data scientist, but rather provides a foundation of the knowledge, skills, and understanding needed to be critical consumers of talent management data. Students understand how and when hard data is used to make organization-based decisions—providing the opportunity to position yourself as a strategic partner in an organization's talent management decisions. Prerequisite: None. Credit: 3

**TOD 632 Conflict and Negotiation**

Conflict and Negotiation: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. Cross-listed with MBA 683. Prerequisite: None. Credit: 3

**TOD 634 Adv Coaching Theories and Practice**

Advanced Coaching Theories and Practice: This course is a survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advanced coaching-related skill development. Students will develop coaching

skills through in-class and out-of-class practice. Cross-listed with MBA 673. Prerequisite: TOD 625. Credit: 3

**TOD 635 Talent Management**

Talent Management: One of the primary responsibilities of human resources and managers at all levels is managing talent throughout the employee lifecycle. Human resource management spans the employee life-cycle and requires a keen awareness of individual and organizational issues and strategies. Topics covered include recruitment, selection, on-boarding, career planning, job/competency analysis, performance management, development, retention, retirement, voluntary and involuntary separation, downsizing, compensation and reward, and labor-management relations. Cross-listed with MBA 675. Prerequisite: None. Credit: 3

**TOD 636 Coaching Practicum**

Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Cross-listed with MBA 674. Prerequisite: TOD 625 and TOD 634 with a grade of B or better. Credit: 3

**TOD 638 Entrepreneurship: New Venture**

Entrepreneurship: New Venture Creation: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure. The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. Cross-listed with MBA 687. Prerequisite: TOD 615. Credit: 3

**TOD 640 Learning and Facilitation**

Learning and Facilitation: This course will develop and enhance your ability to design effective learning management systems, curriculums and programs, select appropriate learning methodologies (e.g., in-person, blended learning, simulations, gamification, and virtual reality), develop learning programs, facilitate meetings and learning, and evaluate program effectiveness by applying adult learning theory and leading practices. This program will introduce and build on adult development and learning, psychological and change theories, and explore multi-generational and global strategies related to learning and facilitation. Prerequisites: None. Credit: 3

**TOD 642 Applied Assessments/Measurements**

Applied Assessments & Measurement: This course prepares students to plan, implement, and evaluate the results of psychometric and behavioral assessments. It introduces the variety of assessment methods that are commonly used to understand leaders at all levels and the system in which the leader works from historical, normative, and social perspectives. Methods of structured interviews, standardized surveys, 360-degree feedback instruments and interviews, and other organizational assessments are introduced and applied. This course covers administration, scoring, and interpretation of commonly used instruments at the individual and team levels with emphasis on debriefing and feedback techniques, with multi-rater assessments as well as personality, behavioral, cognitive and inventories. Issues considered include: test design and construction, validity and reliability, criteria for choosing a test, face-to-face versus online administration, cross-cultural and translation factors, ethics, and legality. Prerequisites: None. Credit: 3

**TOD 643 Principles of Project Management**

Principles of Project Management: This course introduces the principles of project management, examines the core concepts and applied techniques for cost-effective management of projects; the importance of PM, organizational strategy, project selection and prioritization, as well as organizational capability within the context of projects. This course provides in-depth coverage of the project life

cycle, PM processes, and management consulting cycle. Traditional and agile life cycles are illustrated and contrasted. In addition, it covers recommended process groups and processes that a project manager can tailor for a specific phase or an entire project. Students learn how to identify and categorize requirements, define the project scope, create a work breakdown structure (WBS), sequence activities, create a schedule, and identify the critical path. Students also learn to estimate costs, assess risks and quality, and produce subsidiary plans for managing stakeholders, human resources, communications, and procurement. And, students learn the broader definition and role of the project plan and all of its components and project integration is introduced. Prerequisites: None. Credit: 3

#### **TOD 644 Management Consulting**

Management Consulting: This course introduces the concepts, methods, skills, and attributes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. Cross-listed with MBA 685. Prerequisite: TOD 605. Credit: 3

#### **TOD 645 Talent Strategies**

Talent Strategies: This course is focused on understanding global and regional marketplace talent trends, and how those forces inform the design and execution of the talent strategy for an organization. The design of talent strategies are influenced by a large variety of factors. In this course, students will gain insight into some of the most prominent factors such as diversity and inclusion; outsourcing to on-and off-shore entities; the impact AI is having on workforce planning and re-skilling incumbent workers; etc. Learn how to align an organization's human assets with its overall business strategy and operating model, and develop techniques on the design and implementation of HR programs, such as selection and learning and development initiatives. Prerequisite: TOD 635. Credit 3

#### **TOD 646 Transformational Change**

Transformational Change: Transformation Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective paper and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. Cross-listed with MBA 684. Prerequisite: None. Credit: 3

#### **TOD 648 Creative Connections**

Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Cross-listed with MBA 689. Prerequisite: None. Credit: 3

#### **TOD 650 Cont Leadership: Theory/Application**

Contemporary Leadership: Theory and Application: This course provides knowledge and skills to be effective leaders and contributors in the creation and evolution of successful organizations. Students critically examine a wide-range of classical and contemporary leadership theories and practices to analyze and lead today's successful companies. Additionally, students determine key factors involved in sustaining organizations. Cross-listed with MBA 680. Prerequisites: TOD 600 or TOD 602. Credit: 3

#### **TOD 652 International Experience**

International Experience: During this course, students participate "hands-on" learning experiences related to culture and business operations in non-USA locations. Areas of focus may include multiple functional aspects of diverse businesses such as financial services, logistics, technology, healthcare, and education in a global-context. Travel experiences are typically 7-9 days and may occur in one or more countries in Europe, Asia, Africa, Latin America, or North America. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. Cross-listed with MBA 691. Prerequisite: None. Credit: 3

#### **TOD 654 Independent Study: TOD**

Independent Study in Talent & Organizational Development: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must meet the faculty member supervising the study prior to registration for the course to complete the proposal for an independent study. The form is available from the student's advisor. This course may be repeated for up to 6 credits. Credit: 1-3

#### **TOD 656 Not-for-Profit Leadership**

Not-for-Profit Leadership and Management: This course provides an overview of the not-for-profit sector in society. Attention will be given to the social settings in which not-for-profit organizations function, the role of the not-for-profit sector in the economy, and the range of services these organizations produce. Additionally, students will learn about the governance of not-for-profit organizations and how cross-sector collaboration(s) and individual leadership styles impact their organizations. This course intends to increase students' awareness of the role and importance of the not-for-profit sector and the changes it is experiencing to prepare students for their roles as leaders in the for-profit, not-for-profit, and public sectors. Prerequisite: None. Credit: 3

#### **TOD 658 Resource Development**

Resource Development: This course introduces students to a variety of fund-raising methods and volunteer resource management approaches, provide the context in which these methods might be used, and provide an understanding of how philanthropy operates within not-for-profit organizations, foundations, and corporations. This course examines a wide range of important aspects of nonprofit fundraising, including the development of the case for support, selection and implementation of fundraising strategies and techniques, research of potential sources of philanthropic support, understanding of ethical foundations, and performance evaluation. The course also covers theories from various disciplines to analyze the philanthropic motivation and behaviors as well as institutional and individual donors. Prerequisite: TOD 656. Credit: 3

#### **TOD 665 Internship**

Internship: Students participate in in-depth academic coursework and onsite internship work in order to further connections between the workplace, industry trends and professional development. Students are expected to complete 43 onsite internship hours per credit hour in addition to coursework. The supervising faculty member and the director of the graduate programs must approve a course plan. This course may be repeated for up to 6 credits. The internship may not exceed 20 hours per week and may not be completed in the eight-week format. No more than 3 credits may be applied to the elective requirements for the degree. Prerequisites: Completed at least 6 credits in the degree and maintained a 3.0 or higher GPA. Credit: 1-3

#### **TOD 670 Topics in Talent/Org Devel**

Topics in Talent and Organization Development: Topics courses are offered on a regular basis and will vary by term. Possible topics include Challenges in Talent Acquisition, Employee Engagement, Organization Design, Organizational Resiliency, Business Continuity and Organizational Responses to Disruptive Change. This course may be repeated for up to 9 credits. Credit: 3

#### **TOD 695 Applied Capstone**

Applied Capstone: The course includes both individual and team

projects. The individual projects consist of a Professional Whitepaper and a client proposal for a Talent and Organization Development engagement. Also, students will collaborate in small teams on a large-scale integrative project for a not-for-profit organization. Presentations will be made to the nonprofit and other stakeholders at the end of the semester. The course can be completed at the same time as an

elective or flexible course, but all core courses must be completed prior to TOD 695. Prerequisites: TOD 600 or 602, 605, 615, 620, 630, and 645. Credit: 3



## Financial Aid

Queens University of Charlotte offers federal, state and institutional merit and need-based funding. Merit funding recognizes academic achievement, leadership and talent as well as school, church and community involvement. To be considered for need-based financial aid, students must have been admitted to Queens as an undergraduate degree or teacher licensure candidate and must complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must be accepted for admission to the University prior to being awarded any funding. Additional information concerning terms and conditions of awards is outlined with in an official award notification. A complete listing of Federal, North Carolina and University funding opportunities is available online at [www.queens.edu/financial](http://www.queens.edu/financial).

Applications for financial aid should be submitted by entering full-time traditional students as early as possible after October 1st of their senior year in high school. Students filing before January 1st will receive priority in funding. New per credit hour undergraduate and graduate students are encouraged to complete the FAFSA as early as possible prior to their first term of enrollment. Renewal of need-based financial aid is not automatic. Therefore, continuing students are encouraged to submit a Renewal FAFSA available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) no later than April 1<sup>st</sup> of each academic year. For more information on applying for financial assistance, visit [www.queens.edu/financial](http://www.queens.edu/financial). Queens University of Charlotte reserves the right to review and modify an offer of financial aid should the recipient receive aid from other sources.

### FEDERAL PROGRAMS

*All federal programs are subject to funding and congressional action.*

**Federal Pell Grants** are available to eligible degree seeking undergraduate students on the basis of financial need. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility.

**Federal Supplemental Educational Opportunity Grants (FSEOG)** are available on an annual basis to degree seeking undergraduate students with exceptional financial need. These grants range in value and priority is given to Federal Pell Grant recipients. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for funding.

**Federal Work-Study (FWS)** awards are available to degree seeking students with financial need. Awards are based on available federal funding. Each student participating in the work-study program will be paid bi-monthly for hours worked. Availability of campus and community service job opportunities is limited and therefore not guaranteed. To be considered students must complete the Free Application for Federal Student Aid (FAFSA).

**Federal Student Loans** are available to degree seeking students enrolled at least half-time, which is 6 credit hours per term in an undergraduate program or 3 credit hours per term in a graduate program. Students must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding. For undergraduate students demonstrating financial need, interest is subsidized (the U.S. government pays the interest while you are enrolled at least half-time (six credit hours) and for six months after graduation (or when attendance drops to less than halftime). Undergraduate students not demonstrating financial need and graduate students may borrow an unsubsidized Federal Loan for which they would be responsible for interest payments while in school.

**Federal Parent PLUS Loan Program** enables parents to borrow for each dependent that is enrolled in school at least half-time as a degree seeking student. Parents may finance up to the full cost of their child's education each academic year, minus grants and other financial aid the child receives. Although parents do not have to prove financial need, credit checks are mandatory. Applicants with adverse credit histories may not be eligible for PLUS loans. Repayment on these loans usually begins within 60 days after full disbursement. If for any reason the PLUS application is denied, the dependent may be able to borrow additional funds through the Unsubsidized Federal Loan Program. The student and his/her parent(s) must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding.

**Federal Graduate/Professional PLUS Loan Program** allows degree seeking graduate students to borrow under the PLUS Loan Program up to their cost of attendance minus other financial assistance. The terms and conditions

applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their maximum annual loan eligibility under the Federal Direct Unsubsidized Loan Program before applying for a Graduate/Professional PLUS loan.

## NORTH CAROLINA PROGRAMS

*All state programs are subject to revision of funding or regulation by the North Carolina General Assembly.*

**The North Carolina Need Based Scholarship** will be awarded to North Carolina residents pursuing their first undergraduate degree who are enrolled in at least nine hours. Awards are calculated using the family's expected family contribution as calculated on the Free Application for Federal Student Aid (FAFSA) and are subject to availability from the state.

**The North Carolina Forgivable Education Loans for Service Program** provides financial assistance in the form of forgivable loans to qualified students who are committed to working in North Carolina to lessen identified critical employment shortages; initially teachers, nurses and allied health professionals. Students must be residents of the state of North Carolina and meet loan eligibility requirements to qualify. Please visit [www.cfnc.org/fels](http://www.cfnc.org/fels) for more information.

## QUEENS UNIVERSITY OF CHARLOTTE PROGRAMS

*The scholarship application for a variety of merit, talent and civic scholarships will be made available to students in the fall preceding their freshman year at Queens. Qualified candidates will be invited to attend a scholarship program. Listed below are examples of the scholarships a qualified candidate may receive.*

**Presidential Scholarships** are the most prestigious merit scholarships at Queens University of Charlotte, and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. These full tuition scholarships are for four years of study in the traditional undergraduate program and renewable for four years with specific GPA requirements.

**Trustee Scholarships** are the university's second most prestigious merit scholarships and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. The scholarships vary in amount and are awarded for four years to students in the traditional undergraduate program.

**Queens University Scholarships** are awarded to graduating high school seniors enrolling in the traditional undergraduate program. These scholarships are based on a student's overall academic record, including GPA, and standardized test scores, submitted at the time of admission.

**National Merit Scholarships** Students who achieve finalist status with the National Merit Scholarship Program and designate Queens University of Charlotte as their first-choice college.

**International Baccalaureate (IB) and AP Capstone Scholarships** Students who complete the International Baccalaureate Diploma Program (IBDP) or the AP Capstone Innovative Diploma Program.

**Reece A. Overcash Scholarships** are awarded to graduating high school seniors enrolled in the traditional undergraduate program. Up to two students annually are awarded an Overcash Scholarship in the amount of \$5,000. The scholarships are offered on a competitive basis to students who exhibit an interest in and capacity to find creative relationships between the humanities and math, science and technology and are available for four years of study.

**The Gossett Jewish Leadership Scholarship** Awarded to students who demonstrate a commitment to Judaism and successful leadership in their Jewish and/or secular communities.

**Charles A. Dana Scholarships** are awarded annually to full-time students in each of the rising sophomore, junior and senior classes enrolled in the traditional undergraduate program, who maintain an outstanding record for scholarship and leadership.

**Performing and Visual Arts Scholarships** are awarded during the admissions process to students who plan to major or minor in music, drama, or art; or major in Music Therapy. These scholarships are awarded to full-time degree-seeking students enrolled in the traditional undergraduate program and are based on a student's overall academic record, talent and degree of advancement. An audition or portfolio review is required. Awards are based on faculty recommendations and are available for four years of study. Students must schedule an audition or submit a portfolio to receive scholarship consideration.

**Cato School of Education Fellows** - are awarded on a competitive basis to graduating high school seniors majoring in education. Cato School of Education Fellows have the option to obtain North Carolina teacher licensure in one of the following programs offered through the Teacher Education Program in the School of Education: elementary education, special subject areas for grades K-12 (French and Spanish), and in high school subject areas of English, history, math, biology and chemistry.

**McColl Competition Scholarships** are awarded to graduating high school seniors enrolling in the traditional undergraduate program. Prospective McColl School undergraduate business majors choosing to participate will have the opportunity to engage with Queens faculty, current students, recent alums and prospective classmates in an activity that is collaborative, competitive, educational and fun.

**Knight Scholarship Program**- The James L. Knight School of Communication awards competitive scholarships for students who engage the community in digital and media literacy initiatives. These scholarships are awarded to entering freshmen and are renewable for up to four years. A Knight Scholar is expected to participate in service initiatives over their first two years. Upon entering their third year, they will propose a unique service project on their own to be completed by their fourth year. To apply for the scholarship, a student must be a first-time freshman and be a full-time degree-seeking student living on campus with an interest in majoring in communication.

**Athletic Scholarships** are awarded according to NCAA Division I and conference policies and are based on the recommendation of the athletic department in the following sports:

#### **Men's**

Baseball  
Cross Country  
Golf  
Lacrosse  
Soccer  
Swimming  
Tennis  
Track & Field  
Volleyball  
Wrestling

#### **Women's**

Basketball  
Field Hockey  
Golf  
Lacrosse  
Soccer  
Softball  
Swimming  
Tennis  
Rugby  
Track & Field  
Triathlon  
Volleyball

*For more information, contact the Department of Athletics.*

### **STUDY ABROAD**

Students who wish to study abroad should first contact The Myrta Pulliam Center for International Education. Students wishing to receive financial assistance for studies outside the United States must contact the Office of Student Financial Services at least three months prior to their departure.

Federal financial aid is available for approved study abroad programs. University funding can be used for study abroad if the student pays tuition, room and board directly to Queens University of Charlotte and the University makes payment to the participating study abroad University. Financial aid is not disbursed until after the term begins. Therefore, financial aid funding is not available in time to pay upfront costs such as deposits.

**SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY****Satisfactory Academic Progress (SAP)**

To be eligible for federal, state, and institutional funding, students must meet both the qualitative and quantitative criteria indicated below.

**Qualitative Requirement Undergraduates**

Each student must maintain a cumulative GPA of 2.0.

**Qualitative Requirement Graduate Students**

Graduate students must maintain a cumulative GPA of 3.0.

**Quantitative Requirement**

All students must complete at least 67% of hours attempted. Academic progress is measured at the end of each term by dividing the cumulative hours successfully completed (including transfer hours) by the cumulative number of hours attempted. All attempted hours are counted whether or not financial aid was received, coursework was successfully completed, or any class was repeated.

**Maximum Timeframe**

Students may not receive financial assistance for more than 150% of their published program length as measured in credit hours. All attempted hours (including transfer hours) are counted whether or not financial aid was received, coursework was successfully completed or any class was repeated.

Example: If your degree requires you complete 120 credit hours, your maximum timeframe would be  $120 \text{ hours} \times 150\% = 180$ . Your maximum timeframe to complete your degree would be 180 attempted credit hours.

Remedial Coursework: Remedial Coursework does not factor into GPA or SAP and does not count towards graduation.

**Grades in Determining Academic Progress**

The successful completion of a credit attempted and earned is credit for which a grade of A, B, C, D or P is received. An incomplete grade (I) counts as credit attempted but will not count as credit earned until the recording of a passing grade. A grade of W (withdrawals) will count as credit attempted but will not count as credit earned. A grade of K will not count as credit attempted or earned. Transfer credit will count as both attempted and completed hours for academic progress purposes. Transfer credit will not be included in the GPA calculation.

**Financial Aid Warning and Probation**

Satisfactory Academic Progress requirements are measured at the end of each term. Students who fail to meet either or both of the qualitative and quantitative requirements are placed on financial aid warning their following term and will receive a letter informing them of this warning status, the consequence of such status and the requirements necessary to have the warning resolved. Students may continue to receive financial aid during this warning term. If a student does not meet both requirements at the end of the warning term, the student will be placed on financial aid probation and all financial aid will be suspended until he/she once again meets both requirements. Students who are removed from financial aid warning or probation but are subsequently placed on them in future terms will be ineligible for aid.

At the Director's discretion, students transferring to Queens University of Charlotte from another institution may be required to complete at least one successful term at Queens before being considered aid eligible if their transcript history indicates SAP policy issues are present.

**Appeals**

Students ineligible to receive financial aid due to financial aid probation may appeal such action on a term by term basis. Letters of appeal must be submitted to the Office of Student Financial Services no later than two weeks before the beginning of the affected semester. Appeals must include an explanation of the circumstances contributing to the unsatisfactory performance and how these circumstances have been resolved. Supporting documentation, such as letters from physicians or counselors should be included when relevant. Appeals must also include an academic plan

set forth by both the student and their academic advisor. Traditional Undergraduate Students should contact the Center for Student Success and schedule a meeting with an academic advisor. Post Traditional and Graduate Students should schedule a meeting with their academic advisor. The academic plan must outline how the student will achieve satisfactory academic progress and the time frame in which they will achieve progress. Academic plans must be signed by both the student and their academic advisor.

Students will be notified in writing of the appeal decision. If the appeal is granted, financial aid eligibility is restored for that term only. If the appeal is denied, the student remains ineligible for aid for the affected term and will be re-evaluated at the end of the term. Appeal decisions are made by the Assistant VP and Director of Student Financial Services and are final.

### **WITHDRAWAL FROM THE UNIVERSITY**

Students are expected to attend and participate in class to maintain eligibility for federal, state and institutional aid. Students who withdraw from University, officially or unofficially, may lose part or all of the aid that was awarded based on the hours of enrollment.

An **official withdrawal** occurs when the student notifies the University of his/her intent to stop attending classes within the withdrawal period. The student does this by completing the [Withdrawal/Leave of Absence Form](#) and turning it into the Registrar. A grade of "W" will be recorded on the student's transcript for the classes impacted. Depending on the date of the withdrawal the University may be liable to return part or all of the student's federal and state aid. (see below).

An **unofficial withdraw** occurs when a student stops attending class without notifying the university of intent to withdraw. When this happens, a student has "unearned" F's recorded on his/her transcript for all courses he/she was enrolled in during the term. University official will attempt to determine the student's last date of attendance as evidenced by the last date of academically related coursework, or the last date of attendance when a professor takes attendance weekly as noted in the course syllabus. If it is not possible to determine a last date of attendance, the University will use the midpoint of the payment period. It is likely that the student will lose some or all of his or her financial aid, including federal loan proceeds, and will be liable for the balance on the student account. (see below)

### **WITHDRAWAL AND FEDERAL AID ELIGIBILITY**

The federal government regulations stipulate if the student fails to complete at least 60% of the term, that a portion of the aid must be forfeit. You can do a rough calculation by counting how many days you will have been enrolled AND ACTIVELY ATTENDING CLASSES and dividing it by the total number of days in the term (you can use the academic calendar to figure this out). This number should be multiplied by the federal loans and grants you have received for that term and the result is the amount of aid you may *keep*. The University will be obligated to return the rest to the federal government.



As an example, let's assume Rex Royal is a sophomore enrolled full time in the fall term and received a Federal Direct Subsidized Loan in the amount of \$1,750 for the fall term. Let's also assume that Rex was eligible for a Pell Grant in the amount of \$2,500 for that term. If Rex withdraws from all of his classes on October 1 and had been in regular attendance until that date, the following would be the calculation:

# days in August, assuming the term start date is August 29:	3
# days in September:	30
# days in October:	0
Total days enrolled and attending	33
Total days in the term, using the same method, but Ending on December 9:	103
33 divided by 103 = .320	
<b>Note:</b> Any semester breaks of one week or longer are subtracted from the number of days in the term	

Multiply the total aid received of \$4,250 by .320. This equals \$1,360, which is approximately how much of the aid you can keep. The University would need to return \$2,890 to the federal government. \*Note- this is an illustration only.

## Tuition and Fees

While the Board of Trustees reserves the right to adjust the fee schedules at any time, the following basic fees have been established for 2022-2023.

### UNDERGRADUATE PROGRAMS

**Comprehensive Tuition Rate** **\$ 19,515 per semester**

Students who are admitted to any Undergraduate Program, or students who are admitted to the pre-licensure BSN program and who are registered for 12 to 20 credit hours in a Fall or Spring term, will pay the following comprehensive tuition rate. All students living in a Residence Hall are also charged the comprehensive tuition rate, regardless of the number of credit hours enrolled.

**Full-Time Students** **\$ 39,030 covers Fall and Spring terms.**

Undergraduate students enrolled in more than 20 credit hours paying the comprehensive tuition rate will pay the Overload Tuition Rate for each credit hour over twenty, except for those students in the Music Therapy program or those students who have credit for theater productions that take their course load over 20 hours.

**Overload Tuition Rate** **\$ 976 per credit hour**

#### Part-time Per Credit Hour Tuition Rate

Students admitted to the traditional undergraduate program who are registered for less than 12 hours will pay the rate as indicated below. Students admitted to the RN-BSN Program or the Accelerated BSN Program will pay the credit hour tuition rate as indicated below, regardless of the number of credit hours for which they are registered.

Undergraduate Programs \$ 976 per credit hour

Accelerated BSN Program\* \$ 857 per credit hour

\*Cohort starts in May

### GRADUATE PROGRAMS

#### College of Arts and Sciences

Master of Fine Arts (MFA) in Creative Writing \$ 759 per credit hour

Post-Graduate certificate \$ 759 per credit hour

#### McColl School of Business

Master of Business Administration (MBA) \$ 1,165 per credit hour

Master of Science in Talent Development  
Organization Development (MSTOD) \$ 1,165 per credit hour

Graduate certificates \$ 1,165 per credit hour

#### Knight School of Communication

Master of Arts in Communication (MACom) \$ 942 per credit hour

Graduate certificates \$ 942 per credit hour

**Wayland H. Cato, Jr. School of Education**

Master of Arts in Educational Leadership (MEL)	\$ 497 per credit hour
Master of Arts in Teaching (MAT)	\$ 487 per credit hour
Master of Education (MED)	\$ 492 per credit hour
Graduate certificates -Lateral Entry Teaching	\$ 695 per credit hour

**Presbyterian School of Nursing**

Master of Science in Nursing (MSN)	\$ 609 per credit hour
Post-Masters Certificates	\$ 609 per credit hour

**Blair College of Health**

Master in Health Administration (MHA)	\$ 811 per credit hour
---------------------------------------	------------------------

**RESIDENCE HALLS & MEAL PLANS**

**The Residence Halls** are designed for full-time traditional age undergraduates. Family housing is not available.

There is a three-year residency requirement for all traditional undergraduate students unless the student enters and, is selected, for the off-campus housing lottery. All residents will be charged the comprehensive tuition rate, the room rate applicable to the student's dorm assignment and the board rate applicable to the student's chosen meal plan. Double room residence hall accommodations are available to all full-time students paying the comprehensive rate. If space is available, a student may choose to have a private room at the rates specified for single occupancy.

Damages to rooms, residence halls and community areas are billed directly to student accounts and are due upon receipt. For full details regarding residence halls and meal plans please contact Residence Life by email at [reslife@queens.edu](mailto:reslife@queens.edu) or call 704-337-2293.

**Cable/Internet Access**

Each residence hall is equipped with cable television service and internet access. Students need to provide their own personal television and computer to use these amenities. The costs of these amenities are included in the basic room charge.

**Laundry Machines/Micro-Fridges**

Each residence hall room is equipped with a micro-fridge combination microwave-refrigerator freezer appliance. In addition, each residence hall has free laundry facilities.

**Residence Halls (Room Rates)**

<u>Corridor Style Residences</u>	<u>Annual</u>	<u>Per Semester</u>
Single	\$ 10,450	\$ 5,225
Double	\$ 8,000	\$ 4,000
Triple	\$ 7,200	\$ 3,600
Quad	\$ 6,300	\$ 3,150

<u>Suite Style Residences</u>	<u>Annual</u>	<u>Per Semester</u>
Single (including ADA)	\$ 12,000	\$ 6,000
Double	\$ 9,500	\$ 4,750
Triple	\$ 8,300	\$ 4,150
Double with Private Bath	\$ 10,100	\$ 5,050

### Meal plans

All resident students are required to participate in one of the meal plans provided by the University.

Students with special dietary needs should have a physician outline these needs in a letter to the University to request ADA accommodations. This should be submitted to the Director of Student Accessibility Services for approval of the needed accommodations.

### Meal Plans (Board Rates)

<u>Annual Cost</u>	
Unlimited meal plan	\$ 6,000
17 meal plan	\$ 5,200
12 meal plan	\$ 4,800
7 meal plan	\$ 3,200

## OTHER TUITION / FEE INFORMATION

### REQUIRED HEALTH AND ILLNESS INSURANCE

Queens University of Charlotte's student health insurance provider is **United Healthcare**. Students can visit the Student Resources website to view the full plan description, plan benefits, exclusions, limitations, and terms of coverage at: <https://www.firststudent.com/>.

It is mandatory that all full-time traditional undergraduates taking 12 credit hours or more, international students, athletes, and students in the BSN and ABSN nursing programs are automatically enrolled in Queens Healthcare Insurance Plan. Full-time traditional undergraduates, BSN and ABSN students will be billed each semester for this coverage.

The waiver is only available the first term of the student's attendance. For incoming students in the Fall, the charge is divided in ½ in Fall and ½ in Spring. For students starting later, the amount is pro-rated for the rest of the year dependent upon your term of arrival. Waving or enrollment is required to be completed each year in the Fall term.

To complete the Online Enrollment and obtain your ID card, you must visit: <https://www.firststudent.com/> and enter your school's name and click on Enroll Now-Health Insurance to start the process. It is important to remember that the enrollment must be completed each year.

To complete the Online Waiver, you must visit: <https://www.firststudent.com/> and enter your school's name and click on Waive Your School's Insurance to start the process. You will be required to upload a copy of your insurance card. It is important to remember that the Online Waiver must be re-submitted each year.

### International Student Requirement

Queens University of Charlotte and the federal government require that international students have a health insurance plan for the duration of their studies. Queens University of Charlotte requires all international students

to be enrolled in **a policy from the United States**. You may only request a waiver from the University student health insurance if you have another US policy. *Your home country insurance will not be accepted by the University, even if it says it will cover you abroad.*

For insurance coverage, questions contact First Risk Advisors at: <https://www.firststudent.com/> or call 267-880-2300. Queens University staff do not have the authority to waive coverage or offer insurance advice. Should a Life Qualifying Event cause a student to lose coverage during the year they must submit documents of proof then coverage may be put in place upon approval by First Risk Advisors.

### Student Athletic Insurance

If you are a new student-athlete to Queens, access the [Athletic Training website](#) and all the forms necessary to clear for athletic participation. Student Athletes are required to carry Athletic Injury Insurance. The University secures this coverage for every athlete and it is charged in the first term of enrollment and each additional year. The Athletic Injury Insurance cannot be waived. Completing the required forms for athletic participation is not a substitute for completing the online Student Health Insurance waiver.

### Health and Wellness Center

Queens offers certain medical and counseling services through the campus-based Health and Wellness Center. The staff of the Health and Wellness Center will also gather documents of medical care for entrance to Queens University that are separate from the Student Health Insurance. Please know that completing the required forms for the Health and Wellness Center is not a substitute for completing the online Student Health Insurance waiver.

### Greater Charlotte Consortium

Full-time degree-seeking undergraduates paying the University's comprehensive tuition rate may register, on a space-available basis, for a course at any of the institutions in the Greater Charlotte Consortium with no additional charge. A student interested in the consortium should contact the Registrar's Office.

### Audited Courses

Students will be charged the per credit hour rate for an audited course.

### Repeated Courses

A student who chooses to repeat a course will be charged the per credit hour rate for the course.

### Academic Course Fees

The courses in which a student enrolls will determine if additional course fees are charged. Course fees are charged based upon student registration. [Academic course fee](#) list is available on the website.

#### Application Fees

##### Graduate Programs

Master of Fine Arts	\$50
McColl School of Business	\$75
Wayland H. Cato, Jr. School of Education	\$40
Knight School of Communication	\$75

##### Enrollment Deposits

Traditional Undergraduate Programs*	\$300
Undergraduate International Students**	\$1,000
Master of Fine Arts	\$300

*\*Traditional Undergraduate Program deposits will be refunded if the University has been notified prior to May 1<sup>st</sup> of the student's decision to not attend.*

*\*\*International students must pay a \$1,000 deposit that is non-refundable.*



**General Fee**

The General Fee is charged to all students at Queens University of Charlotte. This fee enhances a wide range of areas including, but not limited to, IT services, library services, campus facilities, student programming, activities, and general campus upkeep.

Full-time Undergraduate Program--Residents	\$ 900 per term
Full-time Undergraduate Program--Commuters	\$ 900 per term
Graduate Students	\$ 200 per term
Part-time Undergraduate Students (up to 11 hours) Less than 12 hours	\$ 250 per term

**Other Fees**

Late Payment Fee <i>*Charged if students have an outstanding balance and no payment plan after drop/add each term.</i>	\$75 Charged monthly
Official Transcript Fee	\$3.25 Electronic, in Network College \$5.00, Electronic, Out-of-Network \$10.00 Paper copy

**Payment Plan Fees**

Payment Plan fee - Fall, Spring and Summer	\$50 per term
Tuition Deferment Plan (TDP)	\$250 per term

## Payment Information

Upon registration students accept as binding all fees and regulations set forth in the Catalog or as amended during the year:

1. Tuition and fees, less financial assistance awarded, are due and payable according to the schedule listed below:

### Payment Due Dates

<u>Fall Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
August 1st	January 6th	May 1st

### Drop Dates – see current academic calendar

\*Students are responsible for charges for any classes not dropped by the drop dates listed.

2. Payments are paid online through the university intranet, [MyAccount](#). Payments using MasterCard, Visa, American Express, or ACH are accepted. Student choosing credit or debit cards are assessed a 2.75% convenience fee. Students wishing to avoid the convenience fee can pay by checking or savings accounts (verify with your bank first), use the “new bank account” option.
3. Credits for scholarships and financial assistance are divided equally between the Fall and Spring terms after the drop/add period.
4. Overpayments created by financial aid assistance will only be refunded to the student and/or parent after charges have been paid in full.
5. Failure to pay by the due date or to self-enroll and pay according to the terms of a payment plan will result in the student being administratively charged a 75.00 late charge per month. Failure to adhere to the due date or payment plan terms and conditions will result in a monthly late fee until the balance has been paid in full. The student is responsible for all changes assessed against the student regardless of any arrangements or agreements made with other parties.
6. Payments returned from the student's bank will be assessed a \$30 nonrefundable returned check fee. The student may be asked to replace the returned check with guaranteed funds.
7. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.
8. Receipt of graduation diploma, certificates, and transcripts are permitted only when the student's account has been paid in full. Students using the Tuition Deferment Plan (TPD) or other payment plans should clear any balance two weeks prior to the end of the term regardless of the due date for the semester they complete their degree requirements.
9. Students that have balances not paid in full prior to the due date for the term will have a hold status on their account. Tuition Deferment Plans (TDP) will be allowed to register, but an outstanding balance after the TDP tuition due date will result in dropped classes for the next term. The hold will be removed when the account is paid in full. Hold status results in a student's inability to register for the next semester, obtain transcripts or diplomas. Students who are current on the payment plan will not have a registration hold.
10. Students that become financially delinquent and fail to clear their account by the end of the semester will have their student account turned over to a collection agency. If an account is referred to a collection agency or attorney, the student will be liable for all attorney fees, court costs and collection fees as allowed by law. Students that would like to re-enroll at Queens after having been in collections will be asked to pre-pay all tuition and fees with guaranteed funds before being allowed to

register for the upcoming term.

11. Students wishing to apply for financial assistance should visit the [Financial Aid](#) website or call 704-337-2225 option 2.

## APPEALS

Students may send appeals regarding financial obligations to the Financial Policy Committee via [fpc@queens.edu](mailto:fpc@queens.edu). Appeals should be detailed and well written. They must come directly from the student via his or her Queens email. Appeals must be submitted no later than two weeks following the end of the affected semester. Supporting documentation should be included when relevant. The Financial Policy Committee meets on a monthly basis. Students will be notified in writing via their student email of the appeal decision. Appeal decisions made by the Financial Policy Committee are binding.

## Withdrawal or Drop and Financial Obligations

The policies and procedures below apply to all undergraduate and graduate students. Students who enroll in multiple programs must follow that program's calendar for each class.

Students who determine that dropping classes or withdrawing from Queens University of Charlotte is necessary, should realize that their student account and financial aid may be impacted. It is strongly suggested that they consult with Student Financial Services to determine if the drop or withdrawal will result in the reversal of financial aid. Any balance created as a result of the reversal of financial aid in addition to any existing student account balance will require payment immediately. Refunds issued to students during the term of withdrawal may need to be returned in part or full to the University as a result of a withdrawal. Students receiving refund checks should contact the Student Financial Services office to determine if the funds should be returned. **All balances are due and payable at the time of withdrawal for all students.**

### Impact of Drop or Withdrawal on Student Charges

#### Dropping a Course

When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. Students may add or drop courses through myAccount while registration is open for a term through the end of the Drop/Add period. A class may not be dropped after the end of the Drop/Add period.

#### Abandoning a Course

A student who simply stops attending class after the Drop/Add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. Please note, abandoning a class will impact a student's eligibility for Federal Financial Aid as discussed below.

#### Withdrawal from a Course

There is no refund of tuition for withdrawal from an individual course unless the withdrawal results in zero enrolled credit hours. A withdrawal must be done through the Registrar's office.

#### Withdrawal from All Classes / From the University Withdrawal-Academic Ineligibility

A student determined by the Student Qualifications Committee to be academically ineligible to return will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

#### Official Withdrawal

Students who officially withdraw from the University, effectively leaving Queens, during a term of enrollment will have tuition adjusted according to the program specific adjustment schedule below. Students must officially withdraw through the Registrar's office for the appropriate adjustment. It is

likely that the student will lose some or all of his or her financial aid, including federal loan proceeds, and will be liable for the balance on the student account. Please review the section below regarding the impact of Drop or Withdrawal on Financial Aid.

#### **Unofficial Withdrawal**

Students who stop attending all courses in a term are considered to have unofficially withdrawn from the University. The university will determine the students last date of attendance based on the documented last date of academically related activity, or the last date of attendance when a professor takes attendance weekly as noted in the course syllabus. If it is not possible to determine a last date of attendance, the University will use the midpoint of the payment period. It is likely that the student will lose some or all of his or her financial aid, including federal loan proceeds, and will be liable for the balance on the student account. Please review the section below regarding the impact of Drop or Withdrawal on Financial Aid.

**We strongly recommend you meet with your financial aid counselor before you stop attending classes.**

#### **Example Schedule of Tuition Adjustment for Drop/Withdrawal**

Undergraduate and Graduate on Ground 16 Week Semester (Excluding MFA Program)

<b>Period of Withdrawal</b>	<b>Adjustment</b>
Week 1- Drop / Add	100%
Week 2.....	75%
Week 3 and 4.....	50%
Week 5 and 6.....	25%

#### **Online Graduate Programs – 8 Week Modules**

<b>Period of Withdrawal</b>	<b>Adjustment</b>
Week 1- Drop / Add	100%
Week 2.....	0%

#### **Master of Fine Arts Program**

<b>Period of Withdrawal</b>	<b>Adjustment</b>
Weeks 1 and 2.....	75%
Weeks 3 and 4.....	50%
Weeks 5 and 6.....	25%

## FACULTY & ADMINISTRATION

### The Faculty

*Date following name and title indicates year of full-time appointment*

#### **Dixie Abernathy**

*Associate Professor of Education, 2016*

B.A., Wake Forest University; M.Ed., Winthrop University;  
Ed.D., East Carolina University

#### **Dimitra D. Acheson**

*Associate Professor of Chemistry, 1994*

B.S., University of Athens; M.S., University of Iowa; Ph.D.,  
University of North Carolina at Chapel Hill

#### **José Badillo Carlos**

*Instructor of Spanish, 2022*

B.A., M.A., Northern Illinois University; Ph.D., Michigan State  
University

#### **Zahra Bahrani-Mostafavi**

*Assistant Professor of Biology, 2019*

B.S., M.S., Oklahoma State University; Ph.D. University of  
North Carolina at Charlotte

#### **William A. Baker**

*Charles A. Dana Professor of Accounting, 2017*

B.S., B.A., M.A., University of Tennessee; Ph.D., Virginia  
Polytechnic Institute and State University

#### **Anandi Banerjee**

*Assistant Professor of Finance, 2018*

B.T.E.E., National Institute of Technology, Durgapur India;  
M.S., University of Florida; Ph.D. University of Houston

#### **Oscar Barzuna Hidalgo**

*Assistant Professor of Entrepreneurship and Business  
Analytics, 2022*

Lic., University of Costa Rica; M.B.A., Gardner-Webb  
University; D.B.A., University of North Carolina - Charlotte

#### **Catherine Baxter**

*Assistant Professor of Nursing, 2021*

B.S.N., University of Michigan, Ann Arbor; M.S.N., Rush  
University; D.N.P., Vanderbilt University

#### **John L. Bennett**

*Wayland H. Cato Jr., Chair of Leadership and Professor of  
Business & Behavioral Science, 2010*

B.S., Mars Hill College; M.P.A., University of North Carolina  
at Greensboro; M.A., Ph.D., Fielding Graduate University

#### **Gregory C. Berka**

*Associate Professor of Organizational Behavior, 2014*

B.S.B.A., Becknell University; M.B.A., Ph.D., University of  
North Carolina at Charlotte

#### **Ginger Black**

*Assistant Professor of Education, 2018*

B.S., East Carolina University; M.A., Ph.D., Gardner-Webb  
University

#### **Harry Bowen**

*W.R. Holland Chair of International Business and Finance &  
Professor of International Business and Economics, 2007*

B.A., University of California, San Diego; M.A., Ph.D.,  
University of California, Los Angeles

#### **Shawn K. Bowers**

*Assistant Professor of Creative Writing, 2012*

B.A., M.F.A., Queens University of Charlotte

#### **Terrence Broderick**

*Lecturer in Business Administration, 2014*

B.A., LaSalle University

#### **Bradley W. Brooks**

*Professor of Marketing, 1994*

B.S., Clemson University; M.B.A., Ph.D., University of South  
Carolina

#### **Kevin L. Burke**

*Professor of Kinesiology, 2012*

B.A., Belmont Abbey College; M.A., East Carolina  
University; Ed.S., Georgia Southern University; Ph.D. Florida  
State University

#### **Timothy E. Burson**

*Professor of Economics, 1991*

B.A., Shippensburg University; M.B.A., University North  
Carolina at Charlotte; Ph.D. University of South Carolina at  
Columbia

#### **Robert Ceglie**

*Associate Professor of Education, 2013*

B.S., M.Ed., University of Massachusetts – Boston; M.Ed.,  
Framingham State University; Ph.D., University of  
Connecticut

#### **Siulolovao Challons-Lipton**

*Carolyn & Sam McMahon Professor of Art, 2005*

B.A., M.A., McGill University, Montreal, Canada; D. Phil.,  
Oxford University, Oxford UK

#### **Dawn E. Chanland**

*Professor of Management & Organizational Behavior, 2012*

B.B.A., California State University, Chico; M.B.A., San Jose  
State University; D.B.A., Boston University

#### **Yu-Ling Chen**

*Assistant Professor of Music Therapy, 2019*

B.F.A., National Taiwan Normal University; M.M., M.M.Ed.,  
Kansas University; Ph.D., Kansas University

#### **Yvette Clifton**

*Assistant Professor of Chemistry & General Education, 2018*

B.S., Simmons College; M.S., Brandeis University; Ph.D.,  
Tufts University



**Margaret Commins**

*Professor of Political Science and Shelton Professor, 2010*  
B.A., Gettysburg College; M.A., Ph.D., University of North Carolina at Chapel Hill

**Joseph Cornelius**

*Assistant Professor of Film Production, 2013*  
B.F.A., University of North Carolina School of the Arts;  
M.F.A., Wake Forest University

**Sheryl Cornelius**

*Associate Professor of Nursing, 2015*  
B.S.N., Winston Salem State University; M.S.N., Duke University; D. Ed., Walden University

**JoAndrea Costner**

*Assistant Professor of Community Health Nursing, 2015*  
B.S.N., M.S.N., University of North Carolina at Charlotte;  
Ed.D., Capella University

**Steven Cox**

*Professor of Marketing, 2006*  
B.S., Northwestern University; M.B.A., Northern Illinois University; Ph.D., University of Nebraska

**Sarah Creech**

*Associate Professor of Creative Writing, 2014*  
B.A., Winthrop University; M.A., M.F.A., McNeese State University

**W. Morris Creech**

*Associate Professor of Creative Writing, 2008*  
B.A., Winthrop University; M.A., M.F.A., McNeese State University

**\*Jennifer Daniel**

*Director of the Writing Center and Writing Across the Curriculum Programs*  
B.A., Queens University of Charlotte; M.A., University of North Carolina at Charlotte

**Pamela Davies**

*Professor of Strategy and President Emerita, 2000*  
B.A., University of Florida; M.B.A., Southwest Missouri State University; Ph.D., University of Tennessee

**David Dawson**

*Instructor of Sport Management, 2021*  
B.A., B.S., Winston-Salem University; M.A., Wingate University

**Erin K. DeBell**

*Senior Instructor of World Languages (Spanish), 2010*  
B.A., M.A., University of North Carolina at Charlotte

**Jason DeFreitas**

*Instructor of Nursing, 2020*  
A.D.N., Queens University of Charlotte; B.S.N., University of North Carolina at Charlotte; M.S.N., M.H.A., University of Phoenix

**Thomas DeRossett**

*Instructor of Psychology, 2022*  
B.S., Murray State University; M.S., Saint Louis University

**Ivan Toth Depena**

*Assistant Professor of Design, 2018*  
B.Arch., University of Miami; M. Arch., Harvard University

**Peter deVries**

*Artist-in-Residence (Violin), 2019*  
B.M., M.M., Indiana University

**Belinda Dunn**

*Systems & Electronic Resources Librarian & Assistant Librarian, 2021*  
B.A., University of North Carolina at Charlotte; B.A., M.L.S., North Carolina Central University

**Jennifer C. Easterwood**

*Associate Professor of Biology, 2005*  
B.S., Presbyterian College; Ph.D., Medical University of South Carolina

**\*Angelle V. Edwards**

*Director of the Center for International Education and Instructor of Education, 2013*  
B.B.A., M.S., Texas A&M University

**Jason Emory**

*Visiting Associate Professor of Chemistry, 2022*  
B.S., M.S., University of North Carolina-Charlotte; Ph.D., Louisiana State University

**Loretta Evivie**

*Professor of Practice of Leadership in Diversity, Equity and Inclusion, 2022*  
B.S., Ahmadu Bello University; M.B.A., University of Maryland; Ed.D., University of North Carolina at Charlotte

**\*Sarah Fatherly**

*Provost and Vice President for Academic Affairs and Professor of History, 2012*  
B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin-Madison

**Whitney Fleming**

*Visiting Assistant Professor of Biology, 2022*  
B.S., Western Washington University; M.P.A., University of Washington; Ph.D., Oregon State University

**James W. Foster, Jr.**

*Professor of Business Law, 1982*  
B.B.A., Siena College; J.D., Albany Law School; Certified Public Accountant

**Julie Funderburk**

*Associate Professor of Creative Writing, 2014*  
B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

**William Furman**

*Associate Professor of Art (Design), 2016*  
B.S.D., M.L.S., Arizona State University

**Lucia Galleno**

*Professor of World Languages (Spanish), 2008*  
B.A., M.A., Pontificia Universidad Catolica (Peru); Ph.D., University of California, Berkeley

**Melissa Gamez**

*Assistant Professor of Art (Design), 2018*  
B.E.D., Texas A&M University; M.S., Texas A&M University

**Timari Garrick-Moss**

*Instructor of Nursing, 2022*  
A.A.S., R.N., Bronx Community College; B.S.N., Winston Salem State University; M.S.N., Queens University of Charlotte

**\*Kevin Gannon, Director of the Center for Advancement of Faculty Excellence and Professor of History, 2022.**

B.A., James Madison University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of South Carolina

**Dennis Gerwin**

*Associate Professor of Art, 2012*  
B.F.A., Bowling Green State University; M.F.A., Utah State University

**Heidi Giffin**

*Instructor of English, 2019*  
B.A., University of North Carolina at Chapel Hill; M.A.T., Queens University of Charlotte

**Benjamin Grannan**

*Assistant Professor of Data Analytics, 2022*  
B.S., Lynchburg College; M.S., Ph.D., Virginia Commonwealth University

**Caroline Grego**

*Assistant Professor of History, 2019*  
B.A., Middlebury College; M.A., University of British Columbia; Ph.D., University of Colorado at Boulder

**Sarah M. Griffith**

*Associate Professor of History, 2011*  
B.A., Lewis and Clark College; M.A., Portland State University; Ph.D., University of California

**Tyler Hallman**

*Assistant Professor of Biology, 2022*  
B.A., Pitzer College; M.S., Southern Illinois University Carbondale; Ph.D., Oregon State University

**Lily Halsted**

*Professor of Psychology, 2005*  
B.S., M.A., Ph.D., University of Oregon

**Melinda S. Harper**

*Professor of Psychology, 2005*  
B.A., University of North Carolina at Chapel Hill; Ph.D., University of Tennessee

**Angie Hatley**

*Associate Professor of Nursing, 2015*  
M.S., D.N.P., Regis University; B.S.N., University of North Carolina at Charlotte

**Suzanne Henderson**

*Professor of Religion, Dean of Belk Chapel and Irwin Chair in Religious Studies, 2008*  
A.B., University of North Carolina at Chapel Hill; M.Div., Princeton Theological Seminary; Ph.D., Duke University

**\*Alison Hiltz**

*Director of External Relations for the Cato School and Director of Education Leadership Programs and Instructor of Education, 2014*  
B.S., Appalachian State University; M.A., North Carolina State University

**Annette B. Hines**

*Professor of Nursing and Director of the Presbyterian School of Nursing, 2003*  
B.S.N., Duke University; M.S.N., East Carolina University; Ph.D., University of North Carolina at Greensboro

**\*Nicole Hoerschelmann**

*Dean of the Knight School of Communication and Professor of Communication, 2022*  
B.A., University of Tübingen; M.A., University of Missouri; Ph.D., Indiana University, Bloomington

**Helen Hull**

*Associate Professor of English, 2010*  
B.A., Emory University; M.A., Boston College; Ph.D., University of Maryland

**Carole Isom-Barnes**

*Assistant Professor of Strategic Communication, 2018*  
B.A. Brandeis University; M.A., Queens University of Charlotte; Ph.D., Antioch University

**Charles Israel**

*Assistant Professor of Creative Writing, 2014*  
B.A., University of Virginia; M.A., University of North Carolina at Chapel Hill; M.F.A., Western Michigan University

**Katerina Ivanov**

*Assistant Professor of Finance & Economics, 2019*  
B.S., M.S., State Power Engineering University Russia; M.S., Ph.D., University of North Carolina Charlotte

**Jayne Johnson**

*Professor of Art, 1989*  
B.F.A., Baylor University; M.F.A., James Madison University

**Meg Stanley Johnson**

*Senior Instructor of Music Therapy, 2018*  
B.M., B.A., Queens College; M.M.T., Colorado State University

**Nancy Davis Johnson**

*Associate Professor of Psychology and Charles A. Dana Professor, 2009*  
B.S., M.A., Ph.D., The University of Alabama

**Lauren Johnston**

*Instructor of Accounting, 2021*  
B.S., M.A., Florida State University

**Karla Jones**

*Assistant Professor of Sport Management, 2020*  
B.S., M.A., East Carolina University; Ph.D., Northcentral University; Ed.D., United States Sports Academy

**Joanna Mantis Katsanos**

*Senior Instructor of Biology, 2004*  
B.S., Queens University of Charlotte; M.S., Wake Forest

## University

**Mark A. Kelso**

*Professor of Political Science, 1996*  
B.A., Murray State University; Ph.D., Vanderbilt University

**Soroush Khosravi Dehaghi**

*Assistant Professor of Physics, 2019*  
B.S., Malek-Ashtar University of Technology, Iran; M.S., Tehran-Polytechnic; Ph.D., University of Connecticut

**Amy M. Knab**

*Associate Professor of Kinesiology and Billy O. Wireman Professor, 2013*  
B.S., Saint Mary's College; Ph.D., University of North Carolina at Charlotte

**Michael J. Kobre**

*Charles A. Dana Professor of English, 1989*  
B.A., Ph.D., Ohio University; M.F.A., University of Iowa

**Patricia Koplas**

*Z. Smith Reynolds Foundation Professor of Biology, 2003*  
B.S., Bucknell University; M.S., Duke University; Ph.D., The University of North Carolina at Chapel Hill

**Michael Kutnak**

*Assistant Professor of Mathematics, 2019*  
B.A., University of Virginia; M.S., Old Dominion University; Ph.D., Virginia Polytechnic Institute and State University

**\* Fred Leebron**

*Director of the MFA Program and Lecturer in Creative Writing, 2010*  
B.A., Princeton University; M.A., Johns Hopkins University; M.F.A., University of Iowa

**Eric J. Lien**

*Professor of World Languages (French), 1991*  
B.A., Wartburg College; M.A., Ph.D., University of North Carolina at Chapel Hill

**Dana Mangum**

*Assistant Professor of Nursing, 2016*  
B.S.N., Queens College; M.S.N., East Carolina University; D.N.P., Gardner-Webb University

**Heather Manolas**

*Assistant Professor of Nursing, 2021*  
A.S.N., Valencia Community College; M.S.N., Walden University; D.N.P., University of St. Augustine for Health Sciences

**\*Richard G. Mathieu**

*Dean of the McColl School of Business and Professor of Computer Information Systems and Business Analytics, 2015*  
B.S., University of Delaware; M.S., Ph.D., University of Virginia

**\*Melissa McCartney**

*Associate Provost for Digital Learning and Dean of the Graduate School, 2019*  
B.A., University of Arizona; M.Ed., Ed.D., Arizona State University

**Andrea McCrary**

*Assistant Professor of English, 2002*  
B.A., Queens University of Charlotte; M.A., University of Tennessee; Ph.D., UNC Greensboro

**Kira McEntire**

*Assistant Professor of Biology, 2020*  
B.A., Southwestern University; Ph.D., University of Georgia

**Leah Morgan**

*Assistant Professor of Nursing, 2021*  
B.S.N., Ph.D., University of North Carolina at Chapel Hill

**Hadia Mubarak**

*Assistant Professor of Religion, 2020*  
B.A., Florida State University; M.A., Georgetown University; Ph.D., Georgetown University

**Eric C. Mullis**

*Associate Professor of Philosophy and James A. Jones Professor, 2007*  
B.A., Winthrop University; Ph.D., University of South Carolina

**Daina Nathaniel**

*Professor of Communication, 2006*  
B.A., Queens University of Charlotte; M.A., Wake Forest University; Ph.D., Florida State University

**Karen L. Neal**

*Associate Professor of Psychology, 2005*  
B.S., Carson-Newman College; M.S., University of Tennessee; Ph.D., George Mason University

**Paul A. Nitsch**

*Carolyn G. McMahon Professor of Music and Macavity Artist-in-Residence, 1977*  
B. Mus., M. Mus., Peabody Conservatory of Music; D.M.A., Cleveland Institute of Music

**Oonagh O'Reilly**

*Instructor of Maternity Nursing, 2016*  
B.S.N., The College of New Rochelle; M.S., Pace University

**Robert Page**

*Director of Digital Projects, 2012*  
B.F.A., Southern Methodist University; M.B.A., Queens University of Charlotte

**Teneal Messer Pardue**

*Assistant Professor of Mathematics, 2004*  
B.A., University of North Carolina at Asheville; M.S., Clemson University; Ph.D., University of North Carolina at Charlotte

**Varvara Pasiali**

*Associate Professor of Music Therapy and Livingstone Professor of Music, 2010*  
B.A., University of East Anglia; M.M.E., University of Kansas; Ph.D., Michigan State University

**Sandra L. Penn**

*Associate Professor of Human Service Studies, 2011*

B.A., Guilford College; M.A., Ph.D., University of North Carolina at Charlotte

**Patrice D. Petroff**

*Professor of Education, 2002*

B.S., Pennsylvania State University; M.Ed., California University of Pennsylvania; Ph.D., University of Virginia

**Jennifer Piazza-Pick**

*Assistant Professor of Music (Voice), 2022*

B.M., Ithaca College; M.M., University of Cincinnati; D.M.A., University of Maryland

**\*Greg D. Pillar**

*Associate Provost for Academic Affairs and Professor of Environmental Science and Chemistry, 2006*

B.S., University of Minnesota Twin-Cities; M.S., Kansas State University; Ph.D., University of Georgia

**Roseann Pluretti**

*Assistant Professor of Communication, 2019*

B.A., State University of New York at Geneseo; M.A., The College at Brockport; Ph.D., University of Kansas

**Gary E. Powell**

*Professor of Finance, 2006*

B.S., University of Akron; M.A., Kent State University; D.B.A., Kent State

**Jordana Psiloyenis**

*Assistant Professor of Art and Design, 2022*

B.S., M.Arch, Roger Williams University

**\*Carolyn Radcliff**

*Director of Everett Library and Librarian, 2019*

B.S., M.L.S., M.A., Kent State University

**Jean Marie Redder**

*Instructor of Nursing, 2020*

B.S.N., Queens University of Charlotte; M.S.N., University of North Carolina at Wilmington

**S. Craig Renfroe**

*Associate Professor of Creative Writing, 2003*

B.A., Wingate University; M.F.A., University of North Carolina at Wilmington

**Barry Robinson**

*Robert Haywood Morrison Professor of History, 2012*

B.A., University of North Carolina at Charlotte; M.A., Ph.D., Vanderbilt University

**Kristin Roland**

*Assistant Professor of Accounting, 2020*

B.S., California State University, Long Beach; Ph.D., University of Colorado at Boulder; CPA

**Alexa Royden**

*Associate Professor of Political Science, 2008*

B.A., Rollins College; M.A., The George Washington University; Ph.D., The University of St. Andrews, UK

**Susan Rucker**

*Associate Professor of Health and Promotion, 2015*

B.S., La Roche College; M.H.A., University of Pittsburg; D.H.A., Medical University of South Carolina

**Jennifer E. Samson**

*Associate Professor of Psychology, 2017*

B.S., M.S., Ph.D., Vanderbilt University

**Judith Schindler Wallach**

*Associate Professor of Judaic Studies and Sklut Professor of Jewish Studies, 2016*

B.A., Tufts University; M.A.H.LI, Hebrew Union College – Jewish Institute of Religion

**Julie K. Schmidt**

*Assistant Professor of Sociology, 2012*

B.A., Villanova University; M.A., Ph.D., Rutgers

**Beth Z. Schneider**

*Associate Professor of Strategy, 2014*

B.A., St. Bonaventure University; M.B.A., University of Central Florida; D.B.A., University of Durham (UK)

**Laree J. Schoolmeesters**

*Professor of Nursing, 2007*

B.S.N., M.S.N., Duquesne University; Ph.D., Case Western Reserve University

**Marco Scipioni**

*Associate Professor of Physics, 2016*

B.S., M.S., Ph.D., University of North Carolina at Charlotte

**Michele M. Shaul**

*Professor of World Languages (Spanish), 1989*

B.A., M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill

**\*D. Sherrill Shiraz**

*Public Services and Instruction Librarian & Associate Librarian, 2018*

A.A., Gaston College; A.B., Belmont Abbey College; M.A., Winthrop University; M.L.I.S., University of North Carolina at Greensboro

**Bonnie Shishko**

*Assistant Professor of English, 2016*

B.A., M.A., St. John's University; Ph.D., Indiana University

**Tiffany Shockley**

*Assistant Professor of Health Services, 2018*

A.S., Delaware Community College; B.S., West Chester University; M.S., Ph.D., Walden University

**\* Kristina Siazynski-Ferrer**

*Associate Dean for Student Success and Assistant Professor of Education, 2018*

B.A., M.S., Saint Joseph's University; Ed.D., University of North Carolina at Charlotte

**April Sipprell**

*Assistant Professor of Biology, 2011*

B.S., University of North Carolina at Chapel Hill; Ph.D., University of South Carolina

**Justin Smith**

*Assistant Professor of Music, 2019*

B.A., Wesleyan University; M.A., University of Oregon;  
D.M.A., University of Houston

**Lora Smith**

*Instructor of Communication, 2019*

B.S., Appalachian State University; M.A., Wake Forest University; ABD, Indiana University

**\*Rob Smith**

*Access Services Librarian & Assistant Librarian, 2021*

B.A., Queens University of Charlotte; M.L.I.S., University of North Carolina at Greensboro

**Aaron Socha**

*Associate Professor of Chemistry and Sustainability, 2016*

B.S., Fordham University; Ph.D., University of Rhode Island

**\*Amanda Sprott-Goldson**

*Online Learning Librarian & Assistant Librarian, 2019*

B.A., University of South Carolina; M.L.I.S., University of Washington

**William L. Sparks**

*Professor of Business and Behavioral Science and Thompson Chair of Leadership Studies, 2000*

B.A., Winthrop University; M.A., Appalachian State University; Ph.D., The George Washington University

**Tracy Stephens**

*Assistant Professor of English, 2017*

B.A., M.A., Grand Valley State University; Ph.D., Northern Illinois University

**Bianca Sumutka**

*Assistant Professor of Psychology, 2018*

B.A., Loyola University; M.S., Ph.D., The Pennsylvania State University

**Victoria P. Talbot**

*Senior Instructor of Nursing, 2013*

B.S.N., Clemson University; M.S.N., Medical University of South Carolina

**Michael A. Tarabek**

*Professor of Mathematics, 1995*

B.A., St. Vincent College; M.S., Ph.D., Carnegie Mellon University

**Robert Teixeira**

*Lecturer in Music, 2015*

B.S., Westfield State University; M.M., Florida State University

**Daniel Terry**

*Assistant Provost for the Undergraduate Experience, 2019*

B.A., M.Div., Baylor University; M.A., Wake Forest University; Ed.D., Texas Christian University

**Jeffrey Thomas**

*Professor of Biology and Lee Professor in Interdisciplinary Studies, 2010*

B.S., University of North Carolina at Chapel Hill; B.A., Ph.D., University of California, Los Angeles

**Amy W. Thornburg**

*Professor of Education, 2005*

B.A., M.Ed., The University of North Carolina at Charlotte; Ph.D., The University of North Carolina at Greensboro

**Angela Tsuei-Strause**

*Executive Director of Career Development*

B.F.A., Cornell University; M.S., Queens University of Charlotte

**Joanne M. Walsh**

*Lecturer of Biology, 2015*

B.S., University of Florida, Gainesville; D.V.M., Tuskegee University

**Maureen Walsh Koricke**

*Assistant Professor of Health Administration, 2017*

A.A., Trocaire College; B.S.N., M.S., D'Youville College; Ph.D., University of North Carolina at Charlotte

**\*Juliet Weaver**

*Dean of the Blair College of Health and Presbyterian School of Nursing and Professor of Public Health, 2022*

B.S., City University of New York; M.H.A., Ph.D., The Pennsylvania State University

**Zachry M. White**

*Associate Professor of Communication, 2010*

B.A., University of San Diego; M.A., San Diego State University; Ph.D., Purdue University

**\*Jeremiah B. Wills**

*Dean of the College of Arts and Sciences and Professor of Sociology, 2009*

B.A., High Point University; M.S., Ed.S., The University of North Carolina at Greensboro; Ph.D., North Carolina State University

**Michael D. Wirth**

*Associate Professor of Art (Design), 2009*

B.F.A., Long Island University; M.F.A., Parsons School of Design

**Leina Wu**

*Associate Professor of Mathematics, 2008*

B.S., Nanjing Normal University, Nanjing China; M.A., Ph.D., The University of Alabama

**Juan Yang**

*Instructor of Nursing, 2022*

Associate Degree, Jiangxi Normal University; B.S., Northern Michigan University; M.S.N., University of Central Florida

**Zachariah Zubow**

*Associate Professor of Music, 2015*

B.A., Luther College; M.M., Illinois State University; Ph.D., University of Iowa

**FACULTY EMERITI**

**Christine Allegretti**

*Professor of Psychology, 1985*

B.A., M.A., Ph.D., University of Arkansas

**S. Catherine Anderson**

*Professor of Business Administration, 1984-2015*

B.S., J.D., Clemson University



**William L. Berry***Professor of Business Administration*

B.A., Virginia Polytechnic; M.B.A., Western Kentucky University; D.B.A., Harvard University

**Janie Best***Associate Professor of Nursing, 2007-2021*

B.S.N., Wingate University; M.S.N., University of North Carolina at Charlotte; D.N.P., University of Alabama at Huntsville

**M. Cherie Clark***Professor of Psychology, 1994-2019*

B.A., Indiana University of Pennsylvania; M.A., Florida Atlantic University; Ph.D., Florida International University

**Richard F. Crown***Professor of Art*

B.S., New York University; M.A., Indiana University; M.F.A., University of Massachusetts

**Robert L. Finley***Professor of Finance, 1981-2015*

B.C.A., M.A., Ph.D., University of Oklahoma

**J. Norris Frederick, Jr.***James A. Jones Chair of Philosophy and Religion and Professor of Philosophy, 1990-2020*

A.B., Davidson College; M.A., Ph.D., University of Georgia

**James Glenn***Professor of Music*

B.A., Luther College; M.A., Occidental College; D.M.A., University of Oklahoma

**Richard T. Goode***Professor of English, 1978-2015*

B.A., Washington and Lee University; M.A., Ph.D., University of Texas at Austin

**Jane H. Hadley***Professor of English (Drama)*

B.A., Incarnate Word College; M.F.A., University of Georgia

**Susan S. Harvey***Professor of Nursing*

B.S., Hartwick College; M.S.N., University of North Carolina at Chapel Hill; Ph.D., Georgia State University

**Frances J. McClain***Professor of Music*

B.M., M.M., Michigan State University; M.Ed., Winthrop College; Ph.D., Temple University

**Dorothy H. McGavran***Professor of English, 1987-2016*

B.A., Gettysburg College; M.A., Harvard University; Ph.D., University of North Carolina at Greensboro

**John S. McGill***Professor of Nursing*

B.S.N., Case Western Reserve University; M.S.N., University of Kentucky; D.S.N., University of Alabama at Birmingham

**Debra Miles***Associate Professor of Nursing, 2008-2017*

A.S.N., Central Piedmont Community College; B.S.N., Medical University of South Carolina; M.S.N., University of North Carolina at Greensboro; Ed.D., Clemson University

**Elaine F. Miller***Assistant Professor of Music, 2002-2012*

B.M., University of North Carolina at Greensboro; M.A., University of Connecticut

**Linda H. Miller***Assistant Professor of Anthropology*

B.A., Eckerd College; M.A., Ph.D., University of Florida

**Tama Morris***Dean of the Blair College of Health and Professor of Nursing, 2010-2021*

B.S.N., Indiana University of Pennsylvania; M.S.N., Marquette University; Ph.D., University of North Carolina at Charlotte

**J. Diane Mowrey***Professor of Bible and Religion, 1991-2021*

B.A., Mary Washington College; M.Div., Harvard Divinity School; M.A., Ph.D., Duke University

**Leanne Pupchek***Associate Professor of Communication, 1990-2018*

B.S., Carleton University; M.S., Syracuse University; Ph.D., University of South Florida

**Joan E. Quinn***Professor of Mathematics*

B.S., Purdue University; M.A., Ph.D., Michigan State University

**Charles M. Reed***Professor of History*

A.B., Davidson College; Ph.D., Oxford University (New College)

**R. Kent Rhodes***Professor of Biology, 1992-2015*

B.S., Davidson College; Ph.D., Emory University

**Constance Rhyne-Bray***Assistant Professor of Music, 1984-2022*

B.M., Wittenberg University; M.M., Florida State University

**Emily Seelbinder***Professor of English, 1989-2019*

B.A., Hollins College; M.A., Ph.D., University of North Carolina at Chapel Hill

**Joyce H. Shealy***Professor of Psychology*

A.B., M.A., University of South Carolina; M.A., The Ohio State University; Ph.D., University of North Carolina, Chapel Hill

**Aleo G. Sica***Associate Professor of Music*

B.Mus., B.Mus.Ed., College of Wooster; M.Mus.Ed., Virginia

---

Commonwealth University

**Ruth E. Stephenson**

*Assistant Professor of Nursing, 1990-2015*

B.S.N., M.S.N., Medical College of Georgia

**William A. Thompson**

*Professor of History*

B.A., Davidson College; M.A., Ph.D., Vanderbilt University

**Liliana Wendorff**

*Professor of World Languages (Spanish), 2010-2022*

*B.S., University of North Carolina at Pembroke; M.A., Ph.D.,  
University of North Carolina at Chapel Hill*

**Robert Whalen**

*Carolyn G. and Sam H. McMahon, Jr. Professor of History,  
1983-2022*

B.S., Georgetown University; M.A., Ph.D., Cornell University

# The Administration

## BOARD OF TRUSTEES

### 2022-2023

Jeffrey J. Brown MBA '03, *Chair*  
 Jesse J. Cureton MBA '02, *Vice Chair*  
 Christine M. Hunt '92, MSN '05, *Secretary*  
 Tanya Stewart Blackmon MBA '00  
 Sally Gambrell Bridgford '87, P '23  
 Deborah Butler Bryan '68  
 Titi O. Cole  
 Malcomb Coley  
 Jennifer DeWitt  
 Robert A. Engel  
 Audean H. Godehn '97  
 D. Oscar Groomes  
 L. Watts Hamrick III  
 Hooper Hardison  
 Les Lambert  
 Elizabeth W. Martin  
 Susan L. McConnell '83, MS '13  
 Brian Natwick MBA '03  
 Janet Preyer Nelson '77  
 Bailey W. Patrick  
 Brandon D. Perry  
 Mark E. Reed  
 Jose Manuel Rey P '26  
 Michael P. Rizer  
 Mary Anne Boldrick Rogers  
 Robert H. Salvin  
 Brian D. Savoy  
 Caroline W. Sink  
 Andrea Smith  
 Maureen A. Swick  
 Margi Vagell  
 Derek Wang  
 Reginald Willis MBA '03  
 Fernando R. Ycaza '05, MBA '16

Daniel G. Lugo, *ex officio*  
 Ericka Ellis-Stewart '96, *ex officio, Alumni Assoc. Pres.*

### Life Trustees

♦ Irwin Belk  
 ♦ Elizabeth Rivers Curry '63, MBA '83  
 ♦ Joseph W. Grier, Jr.  
 ♦ Edwin L. Jones, Jr.  
 Sandra Levine  
 Dorothy McAulay Martin '59  
 Hugh L. McColl, Jr., *Chair Emeritus*  
 John H. Sykes '57  
 \*Virginia Gray Vance '49  
 F. William Vandiver, Jr.  
 ♦ - deceased

### Alumni Association Officer

Ericka Ellis-Stewart '96

### Presidents of the University

Robert Burwell, 1857–1872  
 Robert Hett Chapman, 1872–1875  
 Stephen Taylor Martin, 1875–1878  
 William Robert Atkinson, 1878–1891  
 Lily W. Long, 1891–1899  
 James R. Bridges, 1899–1911  
 John Livy Caldwell, 1911–1916  
 James R. Bridges, acting, 1916–1917  
 Henry Clay Evans, 1917–1918  
 William Anderson, acting, 1918–1921  
 William Henry Frazer, 1921–1939  
 Hunter Bryson Blakely, 1939–1950  
 McAlister Carson, acting, 1950–1951  
 Charlton Coney Jernigan, 1951–1953  
 Herschel Hill Everett, acting, 1953–1954  
 Edwin Ruthven Walker, 1954–1965; acting,  
 1965–1967  
 John Edwin Smylie, 1967–1974  
 Alfred O. Canon, 1974–1977  
 Billy O. Wireman, 1978–2002  
 Pamela L. Davies, 2002–2019  
 Daniel G. Lugo, 2019-present

### Senior Leadership

Daniel G. Lugo, President  
 Mary Alice Boyd, Chief Financial Officer  
 and Vice President of Administration  
 Jennifer Eriksen, Vice President of University  
 Advancement  
 Sarah Fatherly, Provost and Vice President of  
 Academic Affairs  
 María del Carmen Flores, Vice President of  
 Student Engagement and Dean of  
 Students  
 Rich Majerus, Vice President for Planning  
 and Strategy  
 Adrienne Amador Oddi, Vice President for  
 Strategic Enrollment and Communication  
 Cherie Swarthout, Director of Athletics