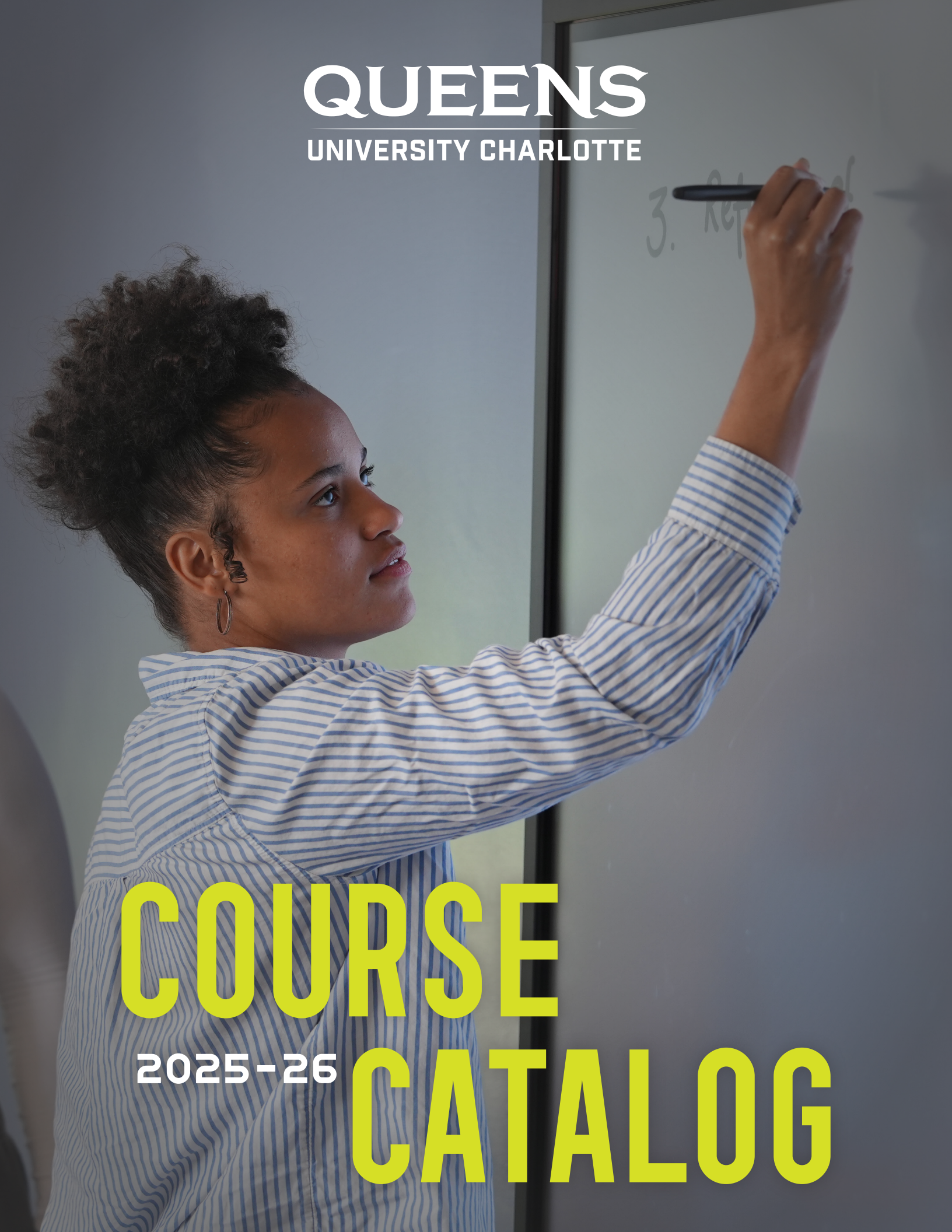




QUEENS
UNIVERSITY CHARLOTTE

COURSE
2025-26
CATALOG

Queens University of Charlotte

2025-2026 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.

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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 June 2024. 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.

2025-2026 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 2025 AND SPRING 2026

	<u>Fall Term</u>	<u>Spring Term</u>
Classes Begin	August 25	January 12
Holiday—No Classes	September 1	January 19
Holiday—No Classes	October 13-14	March 8-13
Last day to Withdraw from a Course	November 14	March 27
Holiday—No Classes	November 26-28	April 3-5
Classes End	December 5	April 27
Reading Day	December 6	April 28
Examination Period	December 8-12	April 28-May 5
Commencement	--	May 9

SUMMER SESSIONS 2026

	<u>Summer 1</u>	<u>Summer 2</u>	<u>Summer 3</u>
Classes Begin	May 18	May 18	June 29
Holiday—No Classes	June 19	June 19	--
Fourth of July Holiday	July 3	--	July 3
Classes End	July 24	June 12	July 24
Examination Period	July 27-31	June 15-18	July 27-31

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
 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
	Admissions	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 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	Colleges and Schools
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		
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 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 University of Charlotte will be a convener, promoting open dialogue, fostering intellectual growth, and providing new perspectives and cultural experiences for the campus community and beyond.

MISSION

Queens University of Charlotte is committed to an immersive learning experience that cultivates critical thinkers, innovative problem-solvers, and global citizens who lead with purpose.

VALUES

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

- **Serve Boldly**
We are committed to fostering a community of engaged citizens who make a positive impact on the world, grounded in our tradition of service.
- **Sustaining Excellence**
We are committed to students, faculty, and staff excellence. Through responsible stewardship, we will continue to elevate our legacy while inspiring future generations.
- **A Community of Belonging**
We are committed to providing a safe and inclusive community grounded in mutual respect that celebrates diversity, upholds integrity, and aligns with our Presbyterian and pluralist traditions.

OUR MOTTO

Non ministrari sed ministrare, or “not to be served, but to serve.”

Our motto, at its core, is a lifestyle. Giving to others is one of the core principles that are taught at Queens. We adopted the motto in 1930 from the seal of Chicora College for Women when the school merged with Queens. “Non ministrari sed ministrare” replaced the original Queens College motto of “nisi dominus frustra” which translates as “without the Lord, everything is in vain.”

Royals are committed and intentional in their efforts to impact the world around them. Students seek opportunities for service everywhere – in class, through clubs, on international mission trips, and even independently. This is just one of the ways we show up for our community.

Accreditation

Queens University of Charlotte is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's and master's degrees. Queens University of Charlotte may also offer credentials such as certificates and diplomas at approved degree levels. 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).

The McColl School of Business programs are accredited by [AACSB International](#) – The Association to Advance Collegiate Schools of Business.

AACSB International
777 South Harbour Island Boulevard, Suite 750
Tampa, FL 33602
Phone: 813.769.6500

The Cato School of Education's teacher preparation programs are approved by the [North Carolina Department of Public Instruction](#) (NCDPI).

North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
Phone: 984.236.2100

The baccalaureate degree in nursing and master's degree in nursing are accredited by the [Commission on Collegiate Nursing Education](#) (CCNE).

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: 202-887-6791

The music programs are accredited by the [National Association of Schools of Music](#) (NASM).

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248
Phone: 703.429.0700

The Bachelor of Music in Music Therapy is approved by the [American Music Therapy Association \(AMTA\)](#)

American Music Therapy Association
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](#).

Council for Interior Design Accreditation
206 Grandville Avenue, Suite 350
Grand Rapids, MI 49503

Queens is a [VA and GI Bill-approved institution](#).

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 one department and a School. The department of Health and Human Performance offers undergraduate majors in Health Sciences, Exercise and Sport Science, Sport Management, and a graduate Master in Health Administration degree. 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 online Master of Science in Nursing offers three tracks and post-masters certificates for Nurse Administrator, Nursing Informatics, Clinical Nurse Leaders, and Nurse Educator (post-masters certificate only). 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 College of Arts and Sciences is the liberal arts foundation of the University, where learning, teaching, and scholarship transcend disciplines; students and faculty collaboratively investigate relevant issues in the Charlotte region and beyond; diversity of identities, backgrounds, and perspectives enhances our work and bolsters our commitment to creating inclusive and equitable communities; and students practice open discourse, critical reasoning, creative expression, and scientific inquiry to build valuable skills and develop habits of mind for leading a personal and professional life of purpose. 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 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 communication, public and community relations, healthcare, corporate communication, law, human resources, government, and education. Students in the Knight School of Communication can complete an undergraduate degree in communication, health

communication, multimedia storytelling, or sports communication. 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 business, government or non-profit organizations. The McColl School of Business offers undergraduate majors in accounting, business administration, finance, management, and marketing leading to the Bachelor of Business Administration degree. Students can also pursue a BA in business and select from several areas of specialization. At the graduate level the McColl School of Business offers a Master of Business Administration, Master of Science in Talent and Organization Development, and a Master of Science in Finance and Analytics, along with Graduate Certificates in Change Management, Cybersecurity Management, Diversity, Equity & Inclusion Management, Executive Coaching, Finance, Global Business Management, Leadership and Change, Learning and Development Management, Management Consulting, 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 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, and the Master of Arts in Educational Leadership (MEL) which is a fully online program. Certificate programs are offered in Literacy K-12, Special Education, Academically or Intellectually Gifted (AIG), Instructional Technology, Science Technology Engineering Math (STEM), Higher Education and Curriculum and Instruction. 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. 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 Queen. 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 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, spiritual 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 40 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 Affairs 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 Affairs, and the many cherished traditions at Queens University of Charlotte, visit the [Student Affairs](#) web site. There you will discover information pertaining to the departments comprising our Student Affairs Division (Diversity, Inclusion & Community Engagement (DICE), Office of Community Standards and Support, Residence Life & Housing, Spiritual Life, Student Engagement, the Queens Health and Wellness Center by Atrium Health, and The Office of Civil Rights and Title IX) and up to date information on all the programs, services and activities offered at Queens to complement your academic experience.

Athletics

A leading NCAA Division I competitor and member of the ASUN Conference, Queens University of Charlotte's athletic program spans 35 years. With a diverse roster representing nearly 50 countries, Queens athletes have excelled at the highest level, capturing 28 team national championships, 144

individual national titles, and 105 conference tournament championships. Committed to fostering academic and athletic excellence, the Royals have consistently achieved success both on the field and in the classroom. During their last five years of Division II, the program ranked in the top 10 of the Learfield Directors' Cup. The university's commitment to producing future professional athletes and Olympians is further solidified by its "Olympians and Paralympians Made Here" designation.

Levine Center for Wellness and Recreation

The Levine Center provides facilities for student wellness, recreation, and athletics. Specifically, it is home to the Royals basketball, volleyball, swimming & diving, triathlon, and spirit teams. It houses Curry Arena which has three individual courts, including Dale Layer Court where students and fans can cheer the basketball and volleyball teams to victory. It also houses an aquatic center, which is home to the seven-time men's and women's national champion Royals, locker rooms, sports-performance and sports medicine facilities, a food area, and Claudia Belk Room, which is 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 wall-mounted TVs. The campus bookstore is also located in the lobby area for convenient access.

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, Howard Levine Tennis Center, Bessant Field, and Dickson Field. Further improvements will deliver a fully developed track and field facility.

The Stick Williams Dream Fields

The Royals softball and baseball programs enjoy the use of fields at The Stick Williams Dream Fields. The fields are 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 Royals 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, Twitter, and TikTok 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, and academic success units. Academic success includes subject tutoring, writing assistance, and services that support the university's D1 student-athletes. In addition to student success workshops, we utilize peer mentoring programs, such as subject tutors, writing consultant, and Roadmap Scholars.

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 professional staff and 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.

Athletic Academic Success provides additional academic support to student-athletes regarding eligibility and resources as well as assisting in the communication between faculty and coaches.

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' 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

Student Accessibility Services

[The Office of Student Accessibility Services](#) (SAS) provides reasonable accommodations and auxiliary aids to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. To access their rights, students with a disability must register with SAS and provide appropriate documentation from a licensed healthcare or mental health provider. SAS will review current diagnostic

information submitted by the student to verify that the student has a disability that requires accommodations under the law and then, through an interactive process with the student, determine the specific accommodations the student is authorized to use. Accommodation decisions are made on a case-by-case basis. Students requiring auxiliary services (interpreter, alternative text format) should request this accommodation at least one month in advance. The Office of Student Accessibility Services is located in the Center for Student Success in Knight-Crane 102 F.

To inquire about receiving accommodations or to discuss a disability, please contact:

Director of Student Accessibility Services
Phone: 704.337.2508
Fax: 704.688.2764

For information visit:

<https://www.queens.edu/studentsuccess/student-accessibility-services>

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 a formal Disability Grievance procedure. Students who believe that they have been discriminated against on the basis of their disability or have been denied access to a program or activity, or not 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 Affairs, provides, promotes, 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 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

Services are private and confidential. Both the Health and Wellness Counseling Centers are safe spaces for students to come, learn and get help. The HWC staff is committed to protecting your medical information.

Integrated Treatment Model

The Queens University HWC by Atrium staff works as an integrated treatment team to provide quality care. While medical and counseling information is confidential, the staff may at times collaborate with other healthcare professionals to provide the highest quality of care. In emergency situations, the HWC staff may refer you to another healthcare

provider or healthcare facility for an elevated level of care.

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:

- An official Authorization for Release of Information has been completed and signed by you.
- When there is serious and foreseeable harm to you or others.

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 review and receive a copy of your health information. Usually, this includes medical records. All health records from your HWC are available via your My.AtriumHealth.org patient portal.

Right to provide suggestions, complaints.

Please direct comments to: Amber Slack, Vice President of Student Affairs & Dean of Students (704) 337-2227 or slacka@queens.edu. Your Atrium Health contact is Pam Annas at pam.annas@atriumhealth.org.

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 www.ncblpc.org or phone 919.661.0820. Your Atrium Health contact is Pam Annas at pam.annas@atriumhealth.org.

Financial Responsibility

All services are provided free of charge.

For counseling, 10 counseling sessions can be offered to each student per semester. 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 Counseling Center at 704.337.2556 or emailing qucounseling@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.

- HWC visits typically last 30 minutes. Please arrive 5 minutes prior to your appointment time to get checked in.
- 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. A Nurse and on-call provider are available if needed to assist with after-hour health concerns. If you feel you are experiencing a health emergency, please call 911 immediately.

For mental health concerns, call 704.337.2556 and dial #2 to be connected to an afterhours call center. For mental health emergencies call 988, to access the national helpline for suicide and crisis.

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 Queens. Requirements can be viewed and submitted on the

[Immunization Collection Form](#). If you have questions about the immunization requirements email immunizations@queens.edu. New students that fail to comply with this requirement by the designated deadline will receive a \$100 fee. Failure to complete within 30 days of the beginning of classes will result in removal from your courses. No tuition refunds will be granted.

LEVINE CENTER FOR WELLNESS & RECREATION

The Levine Center is home to the Queens men's and women's basketball, men's and women's volleyball, men's and women's swimming, Queens Athletics Administration and Campus Recreation. Housing three basketball/volleyball and six pickleball courts, a 33- meter stretch pool, an indoor walking/jogging track (1/8th of a mile) and a 5,000-square-foot fitness center, it is one of the premier facilities in the region at the NCAA Division I level. The world-class facility also houses the University's fitness center and group fitness studio for all students, staff and faculty.

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.

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 students, 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), email & calendar (mail.queens.edu), OneDrive document storage & collaboration (onedrive.queens.edu), MyCourses for access to course information, assignments, and discussions (mycourses.queens.edu), MyAccount for class schedules, billing, and grades (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, Rogers, and more. A full list of available student computing spaces is available on the [ITS web site](#).

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 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 or 704.337.2323.

Queens Account

Queens student accounts remain active for **9 months** after graduation. During that period, you may continue to use your account, including email, as normal. However, **after that time has ended your account will be disabled and you will no longer be able to use Queens email or other services.**

Print Management

Each semester students are granted a \$21/per semester 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 <https://help.queens.edu/hc/en-us/articles/25316444987547-Follow-Me-Printer-Installation> for more information). Students use their ID cards to release their print jobs at the printing devices. To print beyond the 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 sharepoint site at <https://queensuniv.sharepoint.com/sites/ITS>.

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 site at <https://queensuniv.sharepoint.com/sites/ITS>.

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. 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 1st, the following would be the calculation:

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

33 days divided by 103 days = .320

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

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

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](#) (SAS) provides reasonable accommodations and auxiliary aids to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. To access their rights, students with a disability must register with SAS and provide appropriate documentation from a licensed healthcare or mental health provider. SAS will review current diagnostic information submitted by the student to verify that the student has a disability that requires accommodations under the law and then, through an interactive process with the student, determine the specific accommodations the student is authorized to use. Accommodation decisions are made on a case-by-case basis. Students requiring auxiliary services (interpreter, alternative text format) should request this accommodation at least one month in advance. The Office of Student Accessibility Services is located in the Center for Student Success in Knight-Crane 102 F.

To inquire about receiving accommodations or to discuss a disability, please contact:

Director of Student Accessibility Services
Phone: 704.337.2508
Fax: 704.688.2764

For information visit:

<https://www.queens.edu/studentsuccess/student-accessibility-services>

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 a formal Disability Grievance procedure. Students who believe that they have been discriminated against on the basis of their disability or have been denied access to a program or activity, or not 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: 2024

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 register able 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.

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.
- In instances when a faculty member ceases to teach a course before the end of the term, the University is hereby assigned the authority to provide the faculty member's instructional materials to another instructor to ensure that there is instructional continuity.
- 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](https://queensuniv.sharepoint.com/sites/its/SitePages/Policies-and-Standards.aspx). All ITS policies are found on the ITS sharepoint site at <https://queensuniv.sharepoint.com/sites/its/SitePages/Policies-and-Standards.aspx>

IT Services must approve any network equipment (such as wireless 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 or 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 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.

Immunization Requirements

Vaccine	Number Doses Required Before School Entry*
Diphtheria, tetanus and pertussis	3 doses
Polio	3 doses
Measles	2 doses
Mumps	2 doses
Rubella	1 dose
Hepatitis B (Hep B)	3 doses
Varicella	1 dose

*For additional information on the vaccination requirements, please review <https://www.dph.ncdhhs.gov/programs/epidemiology/immunization/schools/college>

Required vs. Recommended

North Carolina law requires students receive certain vaccines. But in order to be fully protected from vaccine-preventable diseases, students 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](#).

Immunization Exemptions

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 at any time during the year.

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.

North Carolina law also provides for two types of exemptions from required immunizations. They are medical and religious. Details about what is defined as a medical or religious exemption can be found online at <https://www.dph.ncdhhs.gov/programs/epidemiology/immunization/schools/exemptions>. To request an immunization exemption request form, please contact immunizations@queens.edu.

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 for Academic Affairs, 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 Attendance

Students are expected to attend all scheduled class meeting times or complete online activities outlined in the course syllabus toward engagement. Students are subject to the attendance policy outlined in the instructor's syllabus. It is the student's responsibility to know the attendance policy for each course in which they are enrolled. Students who miss more than 25% of the course for any reason are at risk of receiving a failing grade.

It is the responsibility of the student to inform instructors of a class absence for planned absences at the beginning of the semester and to send a reminder to the instructor within one week of the planned absence. Students should contact their instructors as soon as possible, or within 72 hours after, any unexpected absences. Instructors will make every effort to accommodate students and provide reasonable opportunities to make-up missed work that would normally occur in class. This may include alternative or supplemental assignments or projects. Some course activities may not be able to be made-up as designed outside of class due to their modality, timing, or format (i.e. lab, studio, clinical, in-person discussions, etc.).

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.

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.

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 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).

First Year Student Admission

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

Application

Application forms may be obtained online by visiting queens.edu/admissions/.

To be considered for admission as a first year student, candidates must provide a completed application (The Common Application or our internal version) along with a high school transcript. Optional pieces of the application include letters of recommendation, an admissions interview, and standardized testing. 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. Please visit [our website](https://queens.edu/admissions/) 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, and any optional items included in the application..

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. 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.

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 14 deadline and indicate their intent through early decision. 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 admitted to Queens. While all Queens applicants are considered for merit scholarships, students applying for Early Decision (November 14) or Early Action 1 (November 14) are considered for the most competitive academic scholarships. These students are asked to submit their enrollment deposit by June 1.

Early Action 1 (non-binding) —

Students who apply and submit all materials by the November 14 early action deadline. These students are asked to submit their enrollment deposit by June 1. While all Queens applicants are considered for merit scholarships, students applying for Early Action 1 (November 14) are considered for the most competitive academic scholarships. This is also the deadline for students wishing to be considered for the Honors Program.

Early Action 2 (non-binding) — Students who apply and submit all materials by the January 16 early action two deadline. These students are asked to submit their enrollment deposit by June 1. All Queens applicants are considered for merit scholarships.

Regular Decision –

Students who apply and submit all materials by the March 13 regular decision deadline. These students are asked to submit their enrollment deposit by June 1. All Queens applicants are considered for merit scholarships.

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

Home Schooled Students

Students who have followed a home school curriculum must follow all guidelines for first year 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 Student 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 official transcripts from each college/university they have attended. Applicants who have earned fewer than 12 credit hours post high-

school graduation must also provide a final high school transcript. 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.

Priority Transfer Application Deadlines

For spring semester: November 1

For Fall: April 1

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-seeking candidate, prospective students must submit the following:

- One final high school transcript OR evidence of a GED completion program (if the applicant has earned fewer than 12 credits post high-school graduation)
- official academic transcript(s) from all colleges or universities previously attended, regardless of credit earned
- A completed application
- A Statement of Good Standing form 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.

International Student Admission

International students apply through the Undergraduate Admission office. Applications for admission can be found on our [website](#).

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 translation 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), International Education Evaluators (IEE), or

SpanTran. Learn more about WES at [wes.org](#). Learn more about IEE at [myiee.org](#). Learn more about [SpanTran](#).

- 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 – 110
 - 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. Transfer students, transferring from a US-based college/university with a minimum of 30 transferrable hours, are exempt from the testing requirement 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.
- 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
- Official transcripts of all post-secondary coursework

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-seeking candidate. A high school student who wishes to dual enroll must apply through the Undergraduate Office of Admissions as a visiting student. An official high school transcript is required.

Visiting 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](#)

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.

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 admitted candidates only after all college transcripts have been received and the student has been admitted. 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.

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.

The Foreign Language Proficiency Requirement

The Foreign Language Proficiency Requirement expects students to demonstrate language proficiency in a language other than English through the 102 level of university level language. Adult post-traditional students are waived from this requirement.

Ways to meet the Foreign Language Requirement

- Take a foreign language course offered by Queens at the 102 level or above.
- Take the placement test in French, Spanish, German, Russian or Chinese and place at the 200 level or above. (Note: The assessment tool used in the World Language Department is based on ACTFL guidelines).

- Have an AP score of 4 or above OR an IB score of 6 or above in a language other than English.
- Take a course at another accredited university in a language other than English at the 102 level or above. Make sure to complete the appropriate paperwork prior to taking the course to make sure that the course will transfer back to Queens.
- International students (those on international student visa) from countries where English is not listed as an official language may meet this requirement. This will be determined by the World Language Chair when sufficient documentation of proficiency exists.
- At times, there is a possibility to be assessed in a language other than the 5 languages previously mentioned if there is approved Queens faculty able to do so. Such assessment is based on ACTFL guidelines and follows instructions in a standardized form developed by the World Languages Department. (Keep in mind that there are more than 6000 languages in the world and this option is not frequently available.)
- There will inevitably be students with proficiency in a language that we do not have the capability to assess. If this is an important consideration for a student, they should consult with the World Language Department Chair prior to enrollment.

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.

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.

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 work 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 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.

Traditional undergraduate BSN students who earn a grade of D or higher in clinical nursing courses NUR 302 (90 clinical hours) OR NUR 310 (90 clinical hours) and subsequently change to a Blair College of Health major may substitute NUR 302 or NUR 310 for INT 401 (2 credits). Post-traditional undergraduate BSN students who earned a grade of D or higher in clinical nursing courses NUR 302 (90 clinical hours) or NUR 310 (90 clinical hours) and subsequently change to a Blair College of Health major may substitute NUR 302 or NUR 310 for 2 credits of the 3 credit Blair College INT 405 requirement.

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, Gallery & Museum Practices	BA	Art, Design and Music Department
3	Arts Management & Business	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	BA	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 Writing Studies Department
13	Data Analytics	BA	University Programs
14	Engineering Physics	BS	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	Graphic Design	BA	Art, Design and Music Department
19	Health Communication	BA	School of Communication
20	Health Science	BS	Interprofessional Health Studies Department
21	History	BA	History Department
22	Interior Architecture and Design	BA	Art, Design and Music Department
23	International Studies	BA	Political Science, International Studies & Sociology Dept
24	Literary Studies	BA	English and Writing Studies Department
25	Marketing	BBA	School of Business
26	Mathematics	BA	Mathematics and Physics Department
27	Multi-Languages	BA	World Languages Department
28	Multimedia Storytelling	BA	School of Communication
29	Music	BA	Art, Design and Music Department
30	Music Therapy	BM	Art, Design and Music Department
31	Nursing	BSN	School of Nursing
32	Philosophy and Religion	BA	Philosophy and Religion Department
33	Physics	BA	Mathematics and Physics Department
34	Political Science	BA	Political Science, International Studies & Sociology Dept
35	Professional Writing and Rhetoric	BA	English and Writing Studies Department
36	Psychology	BA	Psychology Department
37	Sociology	BA	Political Science, International Studies & Sociology Dept
38	Spanish	BA	World Languages Department
39	Sport Communication	BA	School of Communication
40	Sport Management	BS	Kinesiology Department
41	Studio Art	BA	Art, Design and Music Department

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. 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, Gallery and Museum Practices	Art, Design and Music Department
3 Arts Management and Business	Art and Design Department
4 Biochemistry	Biology and Chemistry Department
5 Bioethics	Philosophy and Religion Department
6 Biological Sciences	Biology and Chemistry Department
7 Black Studies	History Department
8 Chemistry	Biology and Chemistry Department
9 Chinese Language	World Languages Department
10 Conservation and Sustainability	Biology and Chemistry Department
11 Creative Writing	English and Writing Studies Department
12 Computing and Data Analytics	University Programs
13 Dramatic Literature	Art, Design and Music Department
14 East Asian Studies	History Department
15 Entrepreneurship and Innovation	School of Business
16 Ethics	Philosophy and Religion Department
17 Exercise and Sport Sciences	Kinesiology Department
18 French	World Languages Department
19 General Business	School of Business
20 Graphic Design Minor	Art, Design and Music Department
21 Health Communication	School of Communication
22 Health Sciences	Interprofessional Health Studies Department
23 History	History Department
24 Human Biology	Biology and Chemistry Department
25 Interfaith Studies	Philosophy and Religion Department
26 Interior Architecture and Design	Art, Design and Music Department
27 International Business	School of Business
28 International Leadership	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 Writing Studies Department
36 Marketing	School of Business
37 Mathematics	Mathematics and Physics Department
38 Media Studies and Popular Culture	School of Communication
39 Multi-Language	World Languages Department
40 Music	Art, Design and Music Department
41 Organizational and Strategic Communication	School of Communication
42 Peace Studies and Conflict Resolution	Philosophy and Religion Department
43 Philosophy	Philosophy and Religion Department
44 Physics	Mathematics and Physics Department
45 Political Science	Political Science, International Studies & Sociology Dept
46 Pre-Art Therapy	Art, Design and Music Department

47	Pre-Ministry	Philosophy and Religion Department
48	Professional Writing and Rhetoric	English and Writing Studies Department
49	Psychological Foundations	Psychology Department
50	Psychological Science	Psychology Department
51	Psychology	Psychology Department
52	Public Health	Interprofessional Health Studies Department
53	Social Justice	History Department
54	Sociology	Political Science, International Studies & Sociology Dept
55	Spanish	World Languages Department
56	Sport Management	Kinesiology Department
57	Sport Studies	Kinesiology Department
58	Sports Communication	School of Communication
59	Studio Art	Art, Design and Music Department

Pre-Professional Pathways

The University also has suggested pathways 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 pre-art therapy, legal studies and pre-ministry programs are minors (see list above). See [Pre-Professional Pathways](#).

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 one of the signature experiences of a Queens University of Charlotte undergraduate degree. Our program was built to engage students in a rich liberal arts experience while facilitating the kinds of skill development that are important for post-graduation success. 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) made of QEN 102 and QLC 120, 130, 140, 150, or 160 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 – QLC160, 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, 200, or 300 level QLC course, the student has the option of repeating the same QLC course in a future semester or taking an appropriate substitution. There are no substitutions for the 300-level courses or QCP 410. If a student fails, the student must take a replacement QCP 410.

The guidelines 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), two 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 categories (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 General Education category (QLC x20, x30, x40, x50, x60) 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 (QLC x20, x30, x40, x50, x60), the student would take a substitute for QEN 102 and a 300-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 co-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 one-hour honors seminars that allow students to explore topics in depth from an interdisciplinary lens. 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 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.
- communicate fluently to a target audience.
- 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 3.35 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 3.35 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

Administered by the Pulliam Center for International Education (PCIE), the John Belk International Program (JBIP) offers Queens students the opportunity to broaden their global perspective through study abroad. All programs are taken for academic credit and immerse students in another culture while supporting their academic and personal growth

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

To participate in Queens-approved study abroad programs, students must:

- Have a minimum cumulative GPA of 2.000 (selective programs require a higher GPA)
- Maintain this minimum GPA at application, enrollment, and the semester prior to traveling abroad
- Be in good standing (i.e. no Honor Code violations) during the semester they plan to study abroad
- Successfully complete all coursework in the semester prior to the program
- Remain in good financial standing with the University
- Agree to abide by all University policies related to 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 programs, taught and led by Queens faculty, generally last 10-14 days, beginning with a semester-long preparation class on-campus. Programs are generally worth 4 total credits.

Program courses and locations vary each year.

- Semester or Year Long Programs: In addition to exchange partnerships in France, Japan and Wales, Queens offers semester and academic year programs in over 50 countries worldwide through the ISEP network.
- International Internships: PCIE works with several partners offering international internships in multiple countries. With prior approval from the Vandiver Center for Career Development, these experiences can fulfill Queens' internship requirement.
- Language Immersion: Students who have completed the equivalent of Intermediate Level 1 of foreign language may participate in a four-week language immersion program offered in various locations worldwide. Language immersion options are also available for semester-long programs, with students earning 6-10 credits.
- Summer Programs in France and Wales: Students can spend 3-5 weeks in summer studying at one of several partner campuses abroad. Programs in Wales are open to any student interested in the courses offered. Business, International Studies, and Political Science majors may study Business and European Union Studies at the Ecole de Management in Strasbourg, or at one of ESSCA's campuses across France. These programs begin in June, and students typically earn 5-7 credits.
- While Queens students can participate in multiple international experiences during their undergraduate careers, eligible students may only 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 Wales as well as language immersion programs if they plan to participate the summer after their sophomore year. To request this exception, students must contact the PCIE before the application deadline to request this exception and must adhere to all other deadlines and eligibility requirements. First year students interested in faculty-led programs, internships, or semester abroad may apply on a space available basis if they are willing to pay for the program out-of-pocket. These students may then use their

JBIP funds for a second experience once eligible.

- Seniors who have not participated in a JBIP program should consider faculty-led programs offered during Winter Break with a Fall prep course. JBIP participation requires current enrollment at Queens; therefore, summer programs following Senior year may require the student to defer their graduation to August and should be considered only in extenuating circumstances. Students may petition to walk in the May graduation ceremony.
- Transfer students or first year students entering with advanced class standing (e.g. early college graduates) must meet the same eligibility requirements. Those who pay comprehensive tuition may access JBIP funding once they have Junior class standing and are slated to complete four full-time semesters at Queens. For every semester fewer than four full-time semesters, the transfer student must pay an \$800 supplement in addition to any program supplement and deposit.
- Part-time students who meet eligibility requirements may participate on a space available basis. JBIP funding is not available to part-time students, so all costs are out-of-pocket. Program options are available for a range of budgets; students should contact PCIE for full cost details.
- Students who are not yet eligible or who wish to participate in more than one JBIP program may do so at their own expense on a space-available basis.

be eligible to travel with the class and will forfeit JBIP funds and any fees or deposits paid.

- Requests for exceptions to JBIP policies must be submitted to the Executive Director of PCIE. Approved exceptions may require additional fees.
- All short-term programs are offered contingent upon sufficient enrollment and have a limited number of places.
- The JBIP Program provides a grant to cover most of the expenses on Queens-approved programs for students who meet eligibility requirements. There are supplemental fees for more extensive programs or costly destinations.
- Students participating in a semester or academic year abroad programs pay Queens comprehensive tuition, room and board. In most cases, scholarships and loans continue to apply. Please contact Student Financial Services with any financial aid questions.
- Students accepted into a JBIP program will be invited to apply for JBIP-specific scholarships.

For more information visit the Pulliam Center for International Education in 103 Knight-Crane Hall or myjbip.queens.edu.

Important JBIP Notes:

- Students participating in short-term faculty-led programs must enroll in the associated course (typically numbered 398) in the term prior to travel, 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 to travel with the class and earn credit. Any student who earns a grade below a C- in the prep course will not

Data Analytics Major

The Data Analytics major at Queens provides students with the skills necessary to work effectively with data throughout the entire data lifecycle. CDA 101 introduces students to core elements of the data analytics field through a hands-on exploration of varied datasets and interaction with guest speakers from different analytics backgrounds.

Further coursework provides a strong foundation in programming, statistics, data literacy, and quantitative methods for all Data Analytics majors. Drawing on Queens' interdisciplinary liberal arts approach, the program enables students to obtain a grounding in general principles of data use from different methodological perspectives. Data Analytics students learn to contextualize their data and evaluate it to make informed and ethical decisions.

Additional coursework offers data analytics students the opportunity to develop further skills through the study of database systems, regression modeling, data visualization, and a range of related computer competencies. All Data Analytics majors also select a 12-credit hour track to explore data usage in a specific subfield of interest.

Data Analytics majors at Queens can apply their research outside the classroom, through community partnerships, research assistantships, internships, and collaborative projects. Data Analytics students learn to think critically and communicate effectively in inclusive team environments as they employ data and statistics to generate creative solutions that impact society. In the program's capstone experience, students leverage their advanced skills in data analytics to solve meaningful problems as a part of dynamic teams.

Degree

The major in Data Analytics leads to a Bachelor of Arts degree.

Writing Enriched Course Requirement

The Writing Enriched Course requirement for this major is met with CDA 220 and MAT 360.

Careers

The Data Analytics major equips graduates with

flexible skillsets that enable students to apply both technical expertise and soft skills when working with data. A major in Data Analytics at Queens prepares students in this dynamic and wide-ranging field with the critical liberal arts foundation needed for problem-solving with data. Queens Data Analytics majors are in high demand for local internships with corporate and non-profit community partners.

Requirements

Students are required to complete 42 hours in the major.

Requirements for the major in Data Analytics are:

CDA 101 Intro to Data Analytics
CDA 220 Data Literacy in Human Context
CDA 250 Computer Program for Data Analytics
CDA 340 Analytic Models
CDA 350 Databases for Data Analytics
and Visualization
CDA 490 Capstone/Senior Seminar
MAT 260 Statistics with R
MAT 360 Statistical Modeling

Plus, complete one of the following tracks:

Business

BUS 101 Introduction to Business
BUS 225 Management Information Systems
BUS 310 Business Analytics

Plus, one of the following:

ACC 210 Principles of Accounting
ECO 205 Principles of Economics

Digital Humanities

HST 306 Digital History

Plus, two of the following:

ENG 362 Rhetoric of Public Memory
ENG 364 Visual Rhetoric
HST 297 Slavery in the Atlantic World
HST 307 Applied Historical Geography
HST 308 Gaming the Past
PHL 365 Data Ethics

Health and Data Analytics

HLT 102 Introduction to Health Sciences
HLT 201 Health Research and Informatics

Plus, one of the following:

COM 326 Health Communication

HLT 202 Concepts in Digital Health

Natural Sciences

Complete one of the following:

BIO 300 Writing for Biologists

CHM 300 Investigations in Chemistry

Plus, two of the following:

BIO 230 Introduction to Geospatial Analysis

BIO 350 Quantitative Conservation

BIO 303 Genetics

CHM 305/305L Analytical Chemistry and lab

Social Sciences

POL 250 Social Science Research Methods

Plus, two of the following:

PSY 350 Organizational Psychology

PSY 389 Regression in Social Sciences

SOC 310 Family Sociology

SOC 330 Medical Sociology

POL 230 Latin American Politics

POL 318 Analysis of Public Opinion

POL 312/PSY 305/SOC 320 Regression in Social Sciences

POL 335 Politics of Developing Countries

TOTAL CREDITS: 42

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 260 Statistics with R

**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 Pathways

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 plan 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 do not require a specific major but do have pre-requisite courses in mathematics, the natural sciences and 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 pathways 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 pathway fulfill a specific minor. When checking requirements for professional programs, note whether laboratory experiences are accepted for both in-person and remote delivery.

PRE-ART THERAPY MINOR (24 credit hours)

The pre-art therapy minor is geared towards students who want to go on to graduate school for art therapy. The courses required for the minor are often pre-requisite for admission to graduate programs in art therapy. Interdisciplinary coursework includes art therapy, art, and psychology. Students will gain exposure to art therapy theories and techniques as well as clinical skills and services in clinical practice.

Required Courses:

ARH 100 Introduction to Art Therapy
PSY 101 General Psychology

Plus, complete one of the following tracks:

STUDIO ART MAJORS

Take three of the following psychology courses:

- PSY 210 Developmental Psychology
- PSY 250 Social Psychology
- PSY 251 Psychology of Personality
- PSY 271 Psychological Disorders or PSY 360 Introduction to Counseling
- PSY 280 Health Psychology
- PSY 326 Cognitive Psychology

Plus, take one of the following art history courses:

- ARH 200 The Birth of Art
- ARH 201 Faith vs. Humanism
- ARH 202 Exploration to Rev
- ARH 203 Rise of Modernism
- ARH 300 The Age of Revolution
- ARH 400 Creative Literacy
- ARH 406 Black Mountain College

ART HISTORY, GALLERY & MUSEUM PRACTICES MAJORS

Take two of the following psychology courses:

- PSY 210 Developmental Psychology
- PSY 250 Social Psychology
- PSY 251 Psychology of Personality
- PSY 271 Psychological Disorders or PSY 360 Introduction to Counseling
- PSY 280 Health Psychology
- PSY 326 Cognitive Psychology

Plus, take two of the following studio art courses:

- ARS 101 Drawing
- ARS 200 Ceramics
- ARS 201 Printmaking
- ARS 300 Sculpture

- ARS 301 Painting
- ARS 400 Advanced Studio Art

PSYCHOLOGY MAJORS

Take two of the following studio art courses:

- ARS 101 Drawing
- ARS 200 Ceramics
- ARS 201 Printmaking
- ARS 300 Sculpture
- ARS 301 Painting
- ARS 400 Advanced Studio Art

Plus, take two of the following art history courses:

- ARH 200 The Birth of Art
- ARH 201 Faith vs Humanism
- ARH 202 Exploration to Rev
- ARH 203 Rise of Modernism
- ARH 300 The Age of Revolution
- ARH 400 Creative Literacy
- ARH 406 Black Mountain College

OTHER MAJORS

Take two of the following psychology courses:

- PSY 210 Developmental Psychology
- PSY 250 Social Psychology
- PSY 251 Psychology of Personality
- PSY 271 Psychological Disorders or PSY 360 Introduction to Counseling
- PSY 280 Health Psychology
- PSY 326 Cognitive Psychology

Plus, take one of the following studio art courses:

- ARS 101 Drawing
- ARS 200 Ceramics
- ARS 201 Printmaking
- ARS 300 Sculpture
- ARS 301 Painting
- ARS 400 Advanced Studio Art

Plus, take one of the following art history courses:

- ARH 200 The Birth of Art
- ARH 201 Faith vs Humanism
- ARH 202 Exploration to Revolution
- ARH 203 Rise of Modernism
- ARH 300 The Age of Revolution
- ARH 400 Creative Literacy
- ARH 406 Black Mountain College

PRE-MEDICAL PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program websites to which they may apply as early

as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses.

Natural Science 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 131 Intro Statistics for Social Sciences or another accepted statistics course
MAT 140 Precalculus
MAT 210 Single Variable Calculus I
PHY 211 University Physics I & PHY 212 University Physics II OR
PHY 201 College Physics 1 & PHY 202 College Physics II

Note: Some medical schools request one year of college math whereas other schools may list only a statistics course or suggest calculus. Your major may determine required math courses and courses listed here are pre-requisites for the physics courses. At Queens, there are two physics options to take for MCAT content: the university physics is calculus-based and the college physics is algebra-based. Both approaches cover MCAT-related content with the calculus-based approach having more depth. Please check websites for your medical programs of interest to see if calculus is required. Precalculus may not be required depending on the math background of the student-please contact the Math and Physics Department Chair regarding the calculus readiness test.

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 311 Foundations of Biochemistry (*Check particular programs to see if lab is recommended*)

There is a one-year sequence of biochemistry offered at Queens, but most schools recommend one semester of biochemistry and the lab is not typically required:

CHM 412 Advanced Biochemistry

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
COM 333 Health and Illness Narratives
IDS 300 Interfaith Competencies for Healthcare Professions
PHL 310 Biomedical Ethics
PSY 101 General Psychology
PSY 280 Health Psychology
SOC 330 Medical Sociology
SOC 335 Sociology of Mental Illness

Any upper-level course in these departments is also suggested when room in student schedule.

Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum with a local hospital.

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

Public Health Courses:

HLT 200 Intro to Public Health
HLT 328 US Healthcare Systems

Please note the Public Health minor if interested in this content area.

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 210 Principles of Accounting
BUS 101 Intro to Business
BUS 218 Business Communications
BUS 372 Personal Financial Planning
MGT 333 Principles of Management
MKT 340 Principles of Marketing

PRE-DENTAL PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program websites to which they may apply as early as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses.

Required Natural Science Courses:

BIO 201 Cellular/Molecular Foundations
 BIO 303 Foundations in Genetics (may be recommended and not required)
 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 311 Foundations of Biochemistry (*Check particular programs to see if lab is recommended*)

Please check your dental programs of interest as biology course requirements vary across programs. In addition to BIO 201, BIO 202 and/or BIO 213 and 214 may be required.

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 is calculus-based and requires MAT 210 Single Variable Calculus I as a pre-req or co-req. Please see the catalog for information on math pre-requisite classes for the physics options.

Social Science and Humanities Courses:

Dental programs vary on social science and humanities requirements. Please check programs of interest early and explore minor options.

English Composition courses (QEN 101 and 102 courses)
 ATH 101 Cultural Anthropology
 COM 326 Health Communication
 COM 333 Health and Illness Narratives
 IDS 300 Interfaith Competencies for Healthcare Professions
 PHL 310 Biomedical Ethics
 PSY 101 General Psychology
 PSY 280 Health Psychology
 SOC 330 Medical Sociology
 SOC 335 Sociology of Mental Illness

Any upper-level course in these departments is also suggested. Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum with a local hospital.

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. Note that the major may have 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 Business Calculus
 MAT 140 Precalculus

Natural Science Courses:

BIO 202 Biodiversity & Ecology Foundations
(may be required for some dental programs)
 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 dental programs.*

Art Courses:

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

ARS 200 Ceramics
 ARS 300 Sculpture
 PHY 241 Physical Design and Prototyping

Business Courses:

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

ACC 210 Principles of Accounting
 BUS 101 Intro to Business
 BUS 218 Business Communications
 BUS 372 Personal Financial Planning
 MGT 333 Principles of Management
 MKT 340 Principles of Marketing

Public Health Courses:

HLT 200 Intro to Public Health
 HLT 328 US Healthcare Systems

Please note the Public Health minor if interested in this content area.

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

**PRE-VETERINARY MEDICINE
PATHWAY**

Prerequisites vary across graduate programs. Students should explore the prerequisites on program

websites to which they may apply as early as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses.

Required Natural Science and Math Courses:

BIO 201 Cellular and Molecular Foundations
BIO 303 Foundations in Genetics
BIO 330 Microbiology
BIO 324 Animal Nutrition
(may not be required for specific program)
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 311 Foundations of 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 is calculus-based and requires MAT 210 Single Variable Calculus I as a pre-req or co-req. Please see the catalog for information on math pre-requisite classes for the physics options.

Social Science and Humanities Courses:

Veterinary programs vary on social science and humanities requirements. Please check programs of interest early and explore minor options.

English Composition courses (QEN 101 and 102 courses)
ATH 101 Cultural Anthropology
COM 326 Health Communication
IDS 300 Interfaith Competencies for Healthcare Professions
PHL 310 Biomedical Ethics
PSY 101 General Psychology

Any upper-level course in these departments is also suggested. Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum with a local hospital. The minor is based on clinical care of humans but may have content valuable for future interactions with animal patients and their families.

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

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 210 Principles of Accounting
BUS 101 Intro to Business
BUS 218 Business Communications
BUS 372 Personal Financial Planning
MGT 333 Principles of Management
MKT 340 Principles of Marketing

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

PRE-PHARMACY PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program websites to which they may apply as early as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses. A bachelor's degree is not required for many pharmacy programs but earning the bachelor's degree is strongly recommended.

Required Courses:

BIO 201 Cellular and Molecular Foundations
BIO 202 Biodiversity and Ecology Foundations or
BIO 303 Genetics
BIO 213 Anatomy & Physiology I
BIO 214 Anatomy & Physiology II
BIO 330 Microbiology or BIO 120 Microbiology for Health Professions

Note that biology course requirements vary and only one semester of anatomy and physiology may be required for some programs. The student's major may determine biology course requirements.

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 may need to 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. Please see the catalog for information on math pre-requisite classes for the physics options.

Social Science and Humanities Courses:

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

English Composition courses (QEN 101 and 102 courses)

ATH 101 Cultural Anthropology
 COM 326 Health Communication
 COM 333 Health and Illness Narratives
 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
 SOC 330 Medical Sociology
 SOC 335 Sociology of Mental Illness

Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum with a local hospital. The minor is based on clinical care of humans but may have content valuable for future interactions with animal patients and their families.

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

Natural Science Courses:

BIO 331 Cell Biology
 CHM 311 Foundations of Biochemistry (with or

without CHM 311L lab) and
 CHM 412 Advanced Biochemistry

COM 200 Public Speaking

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

Business:

Some pharmacy programs recommend courses in business, accounting, or economics.

ACC 210 Principles of Accounting
 BUS 101 Intro to Business
 BUS 218 Business Communications
 BUS 372 Personal Financial Planning
 MGT333 Principles of Management
 MKT 340 Principles of Marketing

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

PRE-PHYSICIAN ASSISTANT PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program websites to which they may apply as early as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses. 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
 CHM 303, 303 L Organic Chemistry I & Lab
 CHM 311 Foundations of Biochemistry (Check particular programs to see if biochem and lab are recommended)
 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.

Please note the required vs. recommended biology courses may vary among PA programs.

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
COM 333 Health and Illness Narratives
HLT 200 Introduction to Public Health
HLT 328 US Healthcare Systems
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

Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum with a local hospital and other minors which include some of the above content.

Natural Science Courses that may be 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. Completing additional higher level science courses strengthens your application.

BIO 331 Cell Biology
CHM 304, 304L Organic Chemistry II & Lab
KIN 314 Exercise and Sport Physiology
PHY 201 College Physics I

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

PRE-PHYSICAL THERAPY PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program

websites to which they may apply as early as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses.

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
MAT 140 Precalculus
Many PT programs require a second math course and precalculus is a pre-requisite for physics.
PHY 201 College Physics I and PHY 202 College Physics II

Note that University Physics PHY 211 and PHY 212 are calculus-based and require MAT 210 Single Variable Calculus I as a pre-req or passing the calculus readiness test (please contact Math and Physics Department Chair regarding this test). Your physics and math courses may be dependent on the requirements of your major. Please see the catalog for information on math pre-requisite classes for the different physics option.

PSY 101 General Psychology

Kinesiology Courses:

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

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.*

ATH 101 Cultural Anthropology
COM 326 Health Communication
COM 333 Health and Illness Narratives
IDS 300 Interfaith Competencies for Healthcare Professions
PHL 310 Biomedical Ethics
PSY 2XX: any upper level psychology course
SOC 330 Medical Sociology
SOC 335 Sociology of Mental Illness

Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum with a local hospital.

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

PRE-OCCUPATIONAL THERAPY PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program websites to which they may apply as early as possible during their undergraduate studies. Please note program policies regarding in-person science labs and AP credit for college courses.

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. Note that Queens offers some international internship options involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

PRE-OPTOMETRY PATHWAY

Prerequisites vary across graduate programs. Students should explore the prerequisites on program websites to which they may apply as early as possible during their undergraduate studies. Please note

program policies regarding in-person science labs and AP credit for college courses.

Required or Strongly Recommended Courses:

BIO 201 Cellular and Molecular Foundations
BIO 202 Biodiversity & Ecology Foundations
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 311 Foundations of Biochemistry
Note that some schools require Organic II or Biochemistry; check to see if biochem lab required.
MAT 130 Introductory Statistics for Social Sciences or other accepted statistics course
MAT 210 Single Variable Calculus I
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 210 Principles of Accounting
BUS 101 Intro to Business
BUS 218 Business Communications
BUS 372 Personal Financial Planning
MGT 333 Principles of Management
MKT 340 Principles of Marketing

Other Courses to consider if required or recommended by program:**English Composition courses (QEN 101 and 102 courses)**

COM 326 Health Communication
COM 333 Health and Illness Narrative
IDS 300 Interfaith Competencies for Healthcare Professions
PHL 310 Biomedical Ethics
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology
PSY 280 Health Psychology
SOC 101 Introduction to Sociology
SOC 330 Medical Sociology
SOC 335 Sociology of Mental Illness

Please note the Biomedical Ethics minor which includes some of the courses listed above in addition to a clinical ethics practicum

with a local hospital.

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. Note that Queens offers some international internship options

involving clinical experience in other countries. Please contact the Pulliam Center for International Education for further information.

The College of Arts and Sciences

The College of Arts & Sciences is composed of nine departments.

Art, Design and Music Department Majors

- Art History, Gallery, & Museum Practices
- Arts Management and Business
- 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 Writing Studies 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

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, Gallery & Museum Practices Major

Art History, Gallery & Museum Practices students acquire an understanding of art and visual culture in a range of historical and contemporary contexts, embracing the global majority, visual culture, and new technology. Course offerings highlight the global interconnectedness of art history with other disciplines, connecting you to the Queens mission to promote global understanding, and thereby become more inclusive and relevant. The gallery and museum classes and digital history classes teach skills useful to museum, gallery, conservation, and preservation studies.

You will be prepared for a range of careers in museums, galleries, arts organizations, and cultural institutions, as well as future studies in graduate and professional programs. Practical experience is gained on campus at the Bank of America and Loevner Galleries, where students play a vital role in preparing exhibitions. You will also participate in our Art history blog <https://inclinationarthistory.com/>.

Degree

The major in Art history, Gallery & Museum Practices leads to a Bachelor of Arts degree.

Scholarships

The Kathryn Leinbach Brown '78 Art Scholarship awards travel to successful Art history, Gallery &

Museum practices 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 courses for this major are ARH 300, ARH 400, and ARH 406.

Internships

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, SOCO Gallery and the McColl Center for Art + Innovation.

Careers

A major in Art history, Gallery & Museum Practices is designed to prepare students for graduate study, and for professional careers in museums and galleries, arts organizations, and as art critics, art lawyers, conservators, preservationists, influencers, and entrepreneurs, 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 Edinburg University (Scotland), St. Andrews (Scotland), Glasgow University (Scotland), the University of Liverpool (UK), McGill (Canada), London University (UK), 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, arts administrator, art critic, art lawyer, fundraiser, and a consumer and wealth management analyst at Goldman Sachs.

Double Majors

For students double majoring in Art History, Gallery, & Museum Practices and Studio Art, four courses in common will count towards completion of the requirements for both majors. These courses will include two (4-credit) 200 level ARH courses and two of the following ARS courses: ARS 101 Drawing, ARS

200 Ceramics, ARS 201 Printmaking, ARS 300 Sculpture, or ARS 301 Painting. Students who double-major must complete a total of 72 credit hours (or 19 courses) across both majors.

Requirements

Students are required to complete 44 hours in the major.

Requirements for the major in Art History, Gallery & Museum Practices are:

ARH 200 The Birth of Art
ARH 201 Faith vs Humanism
ARH 202 Exploration to Revolution
ARH 203 Rise of Modernism
ARH 206 Introduction to Gallery & Museum Studies
ARH 400 Creative Literacy
ARH 402 Senior Capstone I
ARH 403 Senior Capstone II
ARH 405 Gallery or Museum Practicum
ARH 406 Black Mountain College

Plus, choose one of the following Art & Digital Histories courses:

ARH 300 The Age of Revolution
HST 306 Digital History
HST 307 Applied Historical Geography

Plus, choose two of the following:

ARS 101 Drawing
ARS 200 Ceramics
ARS 201 Printmaking
ARS 300 Sculpture
ARS 301 Painting

TOTAL: 44 hours

Arts Management & Business Major

Arts Management & Business is a pre-professional major creating business-savvy arts graduates in a full spectrum of disciplines in the arts. Students acquire creative, analytical, and entrepreneurial skills applicable to both not-for-profit and for-profit sectors. In addition to required courses in arts management and business, you can concentrate in a variety of areas in business or the arts, be it in digital media publishing, art history, museum and gallery practices, music, studio art, entrepreneurship, leadership, organizational management, or branding and messaging. You will contribute to real-world-focused activities and hands-on experiences working with arts organizations and gaining professional experience.

New trends in arts management embrace

collaborative leadership, diversity and accessibility in the arts, social impact through the arts, an entrepreneurial spirit, and the use of technology. These will all be embedded in course offerings.

Degree

The major in Arts Management & Business leads to a Bachelor of Arts degree.

Scholarships

The Kathryn Leinbach Brown '78 Art Scholarship awards travel to successful Arts Management & Business students to attend a summer program. Students have used this to pursue studies in Art Business at Sotheby's (NY), Art history at Oxford University (UK), 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 400 and ARH 406.

Internships

Many local arts organizations - museums, galleries, performance venues, publishing houses, art-related businesses such as advertising firms and the Arts and Science Council - provide diverse internship opportunities. Apprenticeships with local artists, conservators, musicians, journalists, and writers 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, SOCO Gallery, the McColl Center for Art + Innovation, the Charlotte Symphony, Opera Carolina, the Blumenthal, the Charlotte Observer, and the Leon Levine Foundation.

Careers

A major in Arts Management & Business will prepare for a range of careers in arts organizations and cultural institutions, galleries and museums, advertising, advocacy and cultural policy consulting, development/fundraising, education and community engagement, publishing, management and leadership, marketing/communications, and music events.

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 museum curator, gallery owner, art critic, art lawyer, arts administrator, public art director, publisher, art consultant, cyber security analyst, business manager, and university professor.

Requirements

Students are required to complete a program total of 46-61 hours: 37-38 hours of core courses in the major, plus 9-23 hours in one of eight concentrations.

Requirements for the major in Arts Management & Business are:

Required arts management courses: (28 credits)

ARL 200 Intro to Arts Management and Business
ARL 201 The Arts and Social Practice
ARL 202 Arts Development and Fundraising
ARL 302 Arts and Entertainment Law
ARH 400 Creative Literacy
ARH 406 Black Mountain College
ARL 401 Senior Capstone I
ARL 402 Senior Capstone II

Required business course: (3 credits)

BUS 101 Introduction to Business

Plus, choose one of the following classes from business: (3-4 credits)

ACC 210 Principles of Accounting
MGT 213 Developing Entrepreneurial Mindset
MGT 313 ENT: Crafting a Business Plan
MGT 333 Principles of Management
MKT 340 Principles of Marketing
MGT 345 Leadership & Organizations
MGT 370 Cross-Cultural Management

Plus, choose one additional class from business: (3-4 credits)

ACC 210 Principles of Accounting
MGT 213 Developing Entrepreneurial Mindset
MGT 313 ENT: Crafting a Business Plan
MGT 333 Principles of Management
MKT 340 Principles of Marketing
MGT 345 Leadership & Organizations
MGT 370 Cross-Cultural Management

*Plus, one of the following concentrations: **

Art History, Gallery & Museum Practices

Concentration (20 hours)

Required Museum/Gallery courses:

ARH 206 Intro to Museum & Gallery Studies
ARH 405 Gallery or Museum Practicum

Plus, choose three of the following:

ARH 200 The Birth of Art
ARH 201 Faith vs Humanism
ARH 202 Exploration to Revolution
ARH 203 Rise of Modernism

Plus, choose one of the following:

ARH 300 The Age of Revolution
ARH 401 Seminar in Art History

Total, with core credit hours: 57-58 credit hours

Digital Media Concentration (23 hours)

Required English Courses:

ENG 204 Intro to Professional Writing
ENG 319 / ENG 319 L Literary Publishing/Editing
Signet (Lecture & Lab)

Required Communication Courses:

MMS 213 Practicum: Queens Student Media
MMS 359 Social Media and Audience

Required Graphic Design Courses:

GDN 110 Fundamentals of Graphic Design (OR QLC 150)
GDN 215 Editorial Design (Prerequisite waved for Arts Management & Business majors)

Total, with core credit hours: 60-61 credit hours

Studio Art Concentration (20 hours)

ARS 100 Foundations of Art and Design
ARS 101 Drawing
ARS 200 Ceramics

Plus, choose two of the following:

ARS 201 Printmaking
ARS 300 Sculpture
ARS 301 Painting
ARS 400 Advanced Studio Lab

Total, with core credit hours: 57-58 credit hours

Music Concentration (17 hours)

Required Music Courses:

MUS 108 Ear Training I
MUS 109 Music Theory I
MUS 301 Introduction to World Music
MUS 395 Functional Piano Class

Plus,

Applied Classes (4 credits)

Ensemble (4 Credits)

Total, with core credit hours: 54-55 credit hours

Entrepreneurship Concentration (9 hours)

MGT 213 Developing Entrepreneurial Mindset

Plus, choose two of the following:

MGT 313 ENT: Crafting a Business Plan

MGT 435 Current Topics:

Entrepreneurship/Innovation

MGT 445 Practicum:

Entrepreneurship/Innovation

BUS 372 Personal Financial Planning

Total, with core credit hours: 46-47 credit hours

Management and Organization Concentration (9-10 hours)

Required:

MGT 333 Principles of Management

Plus, choose two of the following:

ARL 200 Intro to Arts Management and Business

MGT 330 Human Resource Management

MGT 421 Organizational Behavior

MGT 370 Cross-cultural Management

MGT 380 Applied Decision Making

MGT 385 Leading Change & Managing Talent

BUS 372 Personal Financial Planning

Total, with core credit hours: 46-48 credit hours

Branding and Messaging Concentration (12-13 hours)

MKT 340 Principles of Marketing

MKT 452 Marketing Management

Plus, choose two of the following:

ARL 200 Intro to Arts Management and Business

MKT 350 Promotion Management

MKT 351 Consumer Behavior

MKT 455 Sales Management

MKT 460 Digital Marketing

Total, with core credit hours: 49-51 credit hours

Leadership Concentration (9-11 hours)

MGT 421 Organizational Behavior

Plus, choose two of the following:

ARL 200 Intro to Arts Management and Business

MGT 333 Principles of Management

MGT 370 Cross-Cultural Management

MGT 380 Applied Decision Making

MGT 385 Leading Change & Managing Talent

POL 305 Congress and the Presidency

Total, with core credit hours: 46-49 credit hours

TOTAL: 46-61 hours (dependent on the combination of core hours and concentration selected).

** Students double majoring, or with an associate degree in the arts, can drop the concentration requirement.*

Graphic Design Major

From paper to pixels, students will engage in a world of 21st 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 300, ARH 400, or ARH 406.

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.

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 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.

Double Majors and Minors

For students double-majoring in Graphic Design and Studio Art, four courses in common will count towards completion of the requirements for both majors. These courses will include ARS 100 Foundations of Art and Design, one 200 or 300 level ARH course, one 400 level ARH course, and one of the following ARS courses: ARS 101 Drawing, ARS 200 Ceramics, ARS 201 Printmaking, ARS 300 Sculpture, or ARS 301 Painting. Students who double-major must complete a total of 92 credit hours (or 25 courses) across both majors.

For students majoring in Graphic Design and minoring in Studio Art, two courses in common will count towards completion of the requirements for the major and the minor. These courses will include ARS 100 Foundations of Art and Design and one of the following ARS courses: ARS 101 Drawing, ARS 200 Ceramics, ARS 201 Printmaking, ARS 300 Sculpture, or ARS 301 Painting. Students who major in Graphic Design and minor in Studio Art must complete a total of 76 credit hours (or 20 courses) across the major

and the minor.

This policy is in addition to the university's double dip policy.

Requirements

Students are required to complete 64 hours in the major.

ARS 100 Foundations of Art and Design
 GDN 100 Creativity & Design Thinking
 GDN 110 Fundamentals of Graphic Design
 GDN 211 Image Making and Illustration
 GDN 212 Typography
 GDN 213 Motion Graphics
 GDN 215 Editorial Design
 GDN 220 History of Graphic Design
 GDN 310 Branding and Identity Design
 GDN 313 User Experience Design
 GDN 314 Interactive Design
 GDN 429 Topics in Graphic Design
 GDN 450 Senior Capstone 1— Independent Project
 GDN 451 Senior Capstone 2 – Portfolio

Plus, one 200 level art history class chosen from the following:

ARH 200 The Birth of Art
 ARH 201 Faith vs Humanism
 ARH 202 Exploration to Revolution
 ARH 203 Rise of Modernism

Plus, one 300-400 level art history class chosen from the following:

ARH 300 The Age of Revolution
 ARH 400 Creative Literacy
 ARH 406 Black Mountain College

Plus, one 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

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 Arrowmont (TN), Studio Arts College Florence (Italy), and Penland, NC.

Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with ARH 300, ARH 400, or ARH 406.

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, or curator.

Double Majors

For students double majoring in Studio Art and Art History, Gallery, & Museum Practices, four courses in common will count towards completion of the requirements for both majors. These courses will include two (4-credit) 200 level ARH courses and two of the following ARS courses: ARS 101 Drawing, ARS 200 Ceramics, ARS 201 Printmaking, ARS 300 Sculpture, or ARS 301 Painting. Students who double-major must complete a total of 72 credit hours (or 19 courses) across both majors.

For students double-majoring in Studio Art and Graphic Design, four courses in common will count towards completion of the requirements for both majors. These courses will include ARS 100 Foundations of Art and Design, one 200 or 300 level ARH course, one 400 level ARH course, and one of the following ARS courses: ARS 101 Drawing, ARS 200 Ceramics, ARS 201 Printmaking, ARS 300

Sculpture, or ARS 301 Painting. Students who double-major must complete a total of 92 credit hours (or 25 courses) across both majors.

Requirements

Students are required to complete 44 hours in the major.

Requirements for the major in Studio Art are:

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 Adv Studio Lab in Studio Art*

Plus, complete two of the following:

ARH 200 The Birth of Art
ARH 201 Faith vs Humanism
ARH 202 Exploration to Revolution
ARH 203 Rise of Modernism

Plus, complete one of the following:

ARH 300 The Age of Revolution
ARH 400 Creative Literacy
ARH 406 Black Mountain College

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.

Graduates leave the program equipped for the

professional workplace and future certification, having developed strong 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, 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 300 or ARH 400, 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.

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 Intro to Computer Aided Design
IAD 324 Advanced Computer Aided Design

Technical and Professional Acumen Courses (14 credit hours)

IAD 231 Material and Assembly
IAD 332 Environmental Ergonomics I
IAD 333 Environmental Ergonomics II
IAD 433 Contracts and Documents
IAD 460 Professional Practice of Interior Architecture and Design

History and Theory Courses (12 credit hours)

IAD 361 Design in Context

One 200 level art history class chosen from the following:

ARH 200 The Birth of Art
ARH 201 Faith vs Humanism
ARH 202 Exploration to Revolution
ARH 203 Rise of Modernism

Plus, one 300-400 level art history class chosen from the following:

ARH 300 The Age of Revolution
ARH 400 Creative Literacy
ARH 406 Black Mountain College

Design Synthesis Courses (16 credit hours)

IAD 241 Human Environments
IAD 342 Residential Environments
IAD 343 Branded Environments
IAD 444 Workplace Environments

Capstone Courses (6 credit hours)

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

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 or long-distance audition 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 exams assess 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 Management and Business

Students interested in careers in arts administration are encouraged to double-major in Music and Arts Management and Business. These double majors do not need to complete the concentration required for the Arts Management and Business 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 108 Ear Training I
MUS 109 Music Theory I
MUS 110 Ear Training II
MUS 111 Music Theory II
MUS 208 Ear Training III
MUS 209 Music Theory III
MUS 210 Ear Training IV
MUS 211 Music Theory 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, 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: 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*

*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 the music therapy program 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 students, who already have an undergraduate degree in music, must audition for acceptance into the program and complete all the required courses in the 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. Second-degree students whose first degree is a BA or BM in Music must pass the Music Therapy Sophomore Qualifying Exam. (See Music/Music Therapy Handbook for details and GPA

requirements.)

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 requirement 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. Queens music therapy 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 continuation in the Music Therapy Program and may be required to repeat the course. Students must have a 3.0 in music and music therapy courses and an overall GPA of 2.5 to sit for the Sophomore Qualifying Exams.

Requirements for the Music Therapy Major are:

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

Core Music:

MUS 108 Ear Training I
MUS 109 Music Theory I
MUS 110 Ear Training II
MUS 111 Music Theory II
MUS 208 Ear Training III
MUS 209 Music Theory III
MUS 210 Ear Training IV
MUS 211 Music Theory IV
MUS 310 Conducting
MUS 321 Music History and Literature I
MUS 322 Music History and Literature II

Plus:

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

Ensemble:

- At least 2 ensemble credits based on the instrument of student's choice (MUS 179, 192, 193, 194, 196, or 197).
- At least 2 ensemble credits of a choral ensemble: MUS 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 III
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 Psychological Disorders

**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 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 350 Organizational Psychology
PSY 351 Forgiveness:
Theory/Research/Practice
PSY 360 Introduction to Counseling
PSY 361 Cross-Cultural Psychology
PSY 371 Child/Adolescent Psychological
Disorders
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.
- 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

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*

MUS 310 Conducting

PSY 101 General Psychology

PSY 210 Developmental Psychology

PSY 271 Psychological Disorders

**May be taken as a QLC*

TOTAL: 52-54 hours

Minors

ART HISTORY, GALLERY & MUSEUM PRACTICES MINOR

ARH 206 Introduction to Gallery & Museum
Studies

ARH 405 Gallery or Museum Practicum

Plus, take two of the following:

ARH 200 The Birth of Art
ARH 201 Faith vs Humanism
ARH 202 Exploration to Revolution
ARH 203 Rise of Modernism

Plus, take two of the following:

ARH 300 The Age of Revolution
ARH 400 Creative Literacy
ARH 406 Black Mountain College

TOTAL: 20 hours

ARTS MANAGEMENT & BUSINESS MINOR

Required arts management courses:

ARH 400 Creative Literacy
ARL 200 Introduction to Arts Management & Business
ARL 202 Arts Development & Fundraising
ARL 302 Arts & Entertainment Law

Plus, one of the following business courses:

BUS 101 Introduction to Business
ACC 210 Principles of Accounting
MGT 213 Developing Entrepreneurial Mindset
MGT 333 Principles of Management
MKT 340 Principles of Marketing

TOTAL: 19-20 hours

GRAPHIC DESIGN MINOR

GDN 110 Fundamentals of Graphic Design
GDN 211 Image Making and Illustration
GDN 212 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

IAD 111 Fundamentals of IAD
IAD 121 Design Drawing I
IAD 361 Design and Context

Plus, complete one of the following:

ARH 200 The Birth of Art
ARH 201 Faith vs Humanism
ARH 202 Exploration to Revolution
ARH 203 Rise of Modernism
ARH 300 The Age of Revolution
ARH 400 Creative Literacy
ARH 406 Black Mountain College

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

A minimum grade of C must be earned in all music courses to count towards the music minor. All Applied Music and Ensemble credits must be met on the same instrument.

MUS 108 Ear Training I
MUS 109 Music Theory 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, 193, 196 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

BIOLOGY and CHEMISTRY DEPARTMENT

To serve the needs of undergraduate students interested in gaining a strong STEM foundation to pursue a variety of career paths, 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 course-embedded research experiences and the integration of content within the curriculum and with other disciplines, students are challenged throughout the curriculum to apply their knowledge to everyday living and decision-making in a complex world. Students have the opportunity to complete a two-semester course sequence to gain skills editing the undergraduate science journal, QUEST. [See Pre-Professional Pathways.](#)

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 courses from different topics 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 through course-embedded research projects 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 for students interested in pursuing careers in healthcare ([See Pre-Professional Pathways](#)).

Writing Enriched Course Requirement

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

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 260 Statistics with R
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
BIO 345 Conservation Biology

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

Note that the Quest UG Publication course does not meet this elective requirement.

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.

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 260 Statistics with R
QLC *60 Quantitative Literacy: Statistics

Complete one course from Group 1 Ecology and Field:

BIO 314 Topics in Ecology and Conservation
BIO 320 Ecology
BIO 321 Animal Behavior
BIO 345 Conservation Biology

Complete one course from Group 2 Cellular and Molecular:

BIO 330 Microbiology
BIO 331 Cell Biology

Complete one 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.

Note that the Quest UG Publication course does not meet this elective requirement.

TOTAL: 45-47 hours

BIOCHEMISTRY MAJOR (BS)

The major in Biochemistry leading to the Bachelor of Science degree consists of a group of core courses covering main content areas of chemistry (organic chemistry, analytical chemistry, physical chemistry and biochemistry) and courses in biology, math, and physics. The flexible curriculum provides the opportunity to choose additional upper-level science courses as well as adding a minor such as business, art, or biomedical ethics. This major 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. This program also prepares students for professional programs (i.e. medical, veterinary, pharmacy) 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 65 credit hours for the Bachelor of Science in Biochemistry.

Requirements for the BS major in Biochemistry are:

Core Requirements

CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 121 Intro to Chemistry Seminar
CHM 300 Investigations in Chemistry
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 308, 308L Physical Chemistry I & Lab
CHM 311, 311L Foundations of Biochemistry & Lab
CHM 412, 412L Advanced Biochemistry & Lab
CHM 490 Chemistry Research
CHM 495 Chemistry Capstone Seminar
BIO 201 Cellular and Molecular Foundations
BIO 303 Foundations of Genetics
PHY 211, 211L University Physics I & Lab or
PHY 201, 201L College Physics & Lab

Plus, complete one of the following Statistics courses:

MAT 130 Introductory Statistics
MAT 131 Intro Statistics for Social Sciences
MAT 260 Statistics with R
QLC x60 Quantitative Literacy: Statistics

Total core requirement credit hours: 57

Plus, complete elective(s) from this group for a total of 4 credit hours:

Any additional CHM course at the 300-level or above
MAT 210 Single Variable Calculus I
PHY 212, 212L University Physics II & Lab or
PHY 202, 202L College Physics II & Lab

Plus, complete one Biology elective from this group for a total of 4 credit hours:

BIO 330 Microbiology
BIO 331 Cell Biology
BIO 402 Advanced Cell & Molecular Concepts
BIO 316 or 416 Topics Course with Department chair approval

Note that the Quest UG Publication course does not meet this elective requirement.

Total: 65 credit hours

CHEMISTRY MAJOR (BS)

The Bachelor of Science degree in Chemistry introduces foundational courses in chemistry, math, and physics to study a range of topics in the classroom and laboratory. Students may choose from various elective courses to tailor their degree to their professional goals and learn how to apply their knowledge to scientific research and explore the impact of science on society. This major 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 65 credit hours for the Bachelor of Science in Chemistry.

Requirements for the B.S. major in Chemistry are:

Core Requirements

CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 121 Intro to Chemistry Seminar
CHM 300 Investigations in Chemistry
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 308, 308L Physical Chemistry I & Lab
CHM 311, 311L Foundations of Biochemistry & Lab
CHM 490 Chemistry Research
CHM 495 Chemistry Capstone Seminar
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Differential Equations
PHY 211, 211L University Physics I & Lab or
PHY 201, 201L College Physics I & Lab
Plus, 4 additional credit hours of MAT or PHY at the 200-level or above.

Plus, complete one of the following Statistics courses:

MAT 130 Introductory Statistics
MAT 131 Intro Statistics for Social Sciences
MAT 260 Statistics with R
QLC x60 Quantitative Literacy: Statistics

Total core requirement credit hours: 57

Plus, choose electives from any other CHM course at the 300-level or above for a total of 8 credit hours.

Note that the Quest UG Publication course does not meet this elective requirement.

Total: 65 credit hours

CHEMISTRY MAJOR (BA)

The Bachelor of Arts major in Chemistry consists of foundational courses in chemistry, biology, math, and physics. This flexible major can be combined with another major or minor(s) to design a multidisciplinary undergraduate experience tailored for various professional goals, including careers which combine chemistry knowledge with entrepreneurship, scientific writing, the arts, or chemistry education. This major is suited for students who wish to pursue careers in secondary education, business, law, communication or various health professions.

Writing Enriched Course Requirement

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

Requirements: Students are required to complete 45 credit hours for the Bachelor of Arts in Chemistry.

Requirements for the major leading to a B.A. major in Chemistry are:

Core Requirements

CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 121 Intro to Chemistry Seminar
CHM 300 Investigations in Chemistry
CHM 303, 303L Organic Chemistry I & Lab
CHM 490 Chemistry Research
CHM 495 Chemistry Capstone Seminar
PHY 211, 211L University Physics I & Lab or
PHY 201, 201L College Physics I & Lab

Plus, complete one of the following Statistics courses:

MAT 130 Introductory Statistics
MAT 131 Intro Statistics for Social Sciences
MAT 260 Statistics with R
QLC x60 Quantitative Literacy: Statistics

Total core requirement credit hours: 33

Plus, choose electives from any CHM course at the 300-level or above for a total of 12 credit hours.

Note that the Quest UG Publication course does not meet this elective requirement.

Total: 45 credit hours

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 260 Statistics with R
 QLC *60 Quantitative Literacy: Statistics

Complete one 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 in any combination from the list below. 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 300 Business Law and 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:

BIO 323 QUEST UG Publication
 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 or
 PHY 351 Fund of Computer Programming
 HST 307 Applied Historical Geography
 MAT 260 Statistics with R
 PHY 351 Fund of Computer Programming

Environmental Justice:

ECO 205 Principles of Economics
 HST 400 Topics in World History
 PHL 325 Environmental Philosophy
 SOC 101 Intro to Sociology
 SOC 150 Social Problems
 SOC 350 Social Inequity

TOTAL: 59-64 hours

Minors**BIOCHEMISTRY MINOR**

Note: *This minor is not available for Biochemistry majors and may be difficult for BA and BS Chemistry majors and BS Biology majors to complete, depending on the overlap with their majors. Three courses in this minor require pre-requisites (see course descriptions in catalog).*

BIO 201 Cellular & Molecular Foundations
 CHM 303, 303L Organic Chemistry & Lab
 CHM 311, 311L Foundations of Biochemistry & Lab

Plus, one 4 credit hour CHM course at the 300-level or above.

Note that the Quest UG Publication course does not meet this elective requirement.

Total: 16 credit hours

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

Note that the Quest UG Publication course does not meet this elective requirement.

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

Plus, any CHM course at the 300-level or above.

Note that the Quest UG Publication course does not meet this elective requirement.

Total: 16 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 3 or Category 4**

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 GIS

BIO 350 Quantitative Methods in Conservation
BUS 310 Business Analytics
CDA 250 Comp Programming for Data Analytics or
PHY 351 Fund of Computer Programming
HST 293 Global Environmental**
HST 307 Applied Historical Geography
MAT 260 Statistics with R
PHL 325 Environmental Philosophy**
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 205 Principles of Economics
ENG 204 Intro to Professional Writing
ENG 323 QUEST UG Publication
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 WRITING STUDIES DEPARTMENT

The Department of English and Writing Studies 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 and Writing Studies 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 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. Each year, through the Seelbinder Literary Arts Series, the department brings notable and award-winning visiting scholars and writers to share their talents and insights with students through public performances and classroom visits. Students also edit and staff the university literary magazine, *Signet*, and the undergraduate research journal, *QUEST*. They 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.

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

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.

HISTORY DEPARTMENT

An understanding of history is vital for navigating the challenges of our dynamic and interconnected world. The Queens History Department offers innovative courses, an award-winning faculty, 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, march against Cortés, reign over a great empire with Queen Elizabeth, venture across the Pacific, ride through the American West with Jesse James, travel with migrants, or 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. Studying history at Queens will equip you with valuable skills to succeed in an ever-changing world and prepare you well for graduate school or almost any future professional endeavor.

Every history student at Queens who maintains a GPA of 3.0 or above is eligible for our Preyer History Fellowship, which offers special financial support and funded professional experiences, such as travel, research, conferences, paid assistantships and internships, networking events, and more.

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.

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 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 295 Crusades and Holy Wars
 HST 298 Bones of the Nation

Plus, complete at least four of the following:

HST 306 Digital History
HST 307 Applied Historical Geography
HST 308 Gaming the Past
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 355 The World at War
HST 360 Invasion of the Americas
HST 364 Roots of the Mexican Nation
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 from at least two of the following areas: Europe (140,340-359), Latin America (160, 360-379) and East Asia (180, 380-399)

^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 217 Politics of Race & Ethnicity

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 332 Civil Rights in America
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**
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.*

^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: ^

HST 282 Race and Gender in Southern History
HST 285 Prohibition America
HST 287 Concentration Camps, USA
HST 289 Seminar in American History
HST 291 Seminar in World History
HST 293 Global Environmental History
HST 295 Crusades and Holy Wars
HST 298 Bones of the Nation
HST 307 Applied Historical Geography
HST 308 Gaming the Past
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 355 The World at War
HST 360 Invasion of the Americas

HST 364 Roots of the Mexican Nation
 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*[^]
 HST 293 Global Environmental History
 HST 297 Slavery in the Atlantic World
 HST 298 Bones of the 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 217 Politics of Race and Ethnicity

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 the 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. We integrate real-world applications and current research in mathematical sciences into our courses to provide students with multiple ways of exploring mathematical concepts. 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.

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 210 Single Variable Calculus I
MAT 220 Calculus II with Diff. Equations
MAT 230 Multi-variable Calculus
MAT 260 R-based Introductory Statistics
MAT 310 Linear Algebra and Programming
MAT 360 Statistical Modeling
MAT 491 Research Seminar
MAT 492 Mathematical Research

Plus 12 hours of electives from the MAT offerings at the 250-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.

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 210 Single Variable Calculus I
MAT 220 Calculus II with Diff. Equations
MAT 230 Multivariable Calculus
MAT 260 R-based Introductory Statistics
MAT 360 Statistical Modeling
MAT 380 Mathematical Probability

Although not required for the Actuarial Science minor, it is recommended that students also take the following:

ACC 210 Principles of Accounting
ECO 205 Principles of Economics
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

The study of philosophy and religion engages students in a rich, comprehensive, and critical investigation of a range of religious and philosophical perspectives, texts, and traditions. The combined major builds critical thinking, textual analysis, and communication skills that are vital both to the workplace and to civil society. In spirit of a true liberal arts education, we take an interdisciplinary approach to the study of religion, placing religious texts within broader historical, political, and social contexts. Philosophy courses draw out and analyze ontological, ethical, and sociopolitical issues that arise in everyday life.

Students who major in Religion and Philosophy will find broad application to other fields, including law, public policy, education, health care, and of course, 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 minors as well as five interdisciplinary minors. The disciplinary minors are Philosophy and Interfaith Studies; the interdisciplinary minors are Ethics, Bioethics, 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
PHL 120 Philosophy through Film
PHL 210 Critical Thinking and Logic
REL 110 Religions in a Global Context
REL 210 Basics in the Study of Sacred Texts
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 340 Philosophy of Religion
PHL 365 Seminar in Great Philosophical Ideas
REL 300 Faith & Feminism
REL 315 Seminar in Sacred Texts and Traditions
REL 320 Religion & Politics
REL 330 Religion & Media
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

BIOETHICS MINOR:

COM 326 Health Communication or
COM 333 Health and Illness Narratives
IDS 300 Interfaith Competencies for Pre-Health
PHL 310 Biomedical Ethics
PHL 311 Clinical Topics in Bioethics or
PHL 365 Seminar in Great Philosophical Ideas
PHL 315 Ethics Practicum

TOTAL: 16 hours

ETHICS MINOR:

PHL 310 Biomedical Ethics
PHL 325 Environmental Philosophy

Complete two of the following:

BUS 415 Business Ethics
KIN 340 Sport Policy and Ethics
MMS 364 Media Law 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 the Study of Sacred Texts

Plus, two additional electives (200 or 300-level religion courses for 8 credit hours), or one additional 300-level religion course and one 300-level philosophy course from the course list below.

****May substitute any approved QLC 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).**

PHL 310 Biomedical Ethics
PHL 325 Environmental Philosophy
PHL 340 Philosophy of Religion
PHL 365 Seminar in Great Philosophical Ideas
REL 300 Faith & Feminism
REL 315 Seminar in Sacred Texts and Traditions
REL 320 Religion & Politics
REL 330 Religion & Media
REL 365 Seminar in Religion, Ethics, and Society

TOTAL: 16 hours

JEWISH STUDIES MINOR:

REL 220 Diversity and Identity in the Hebrew Bible
REL 325 Seminar: Jewish Ideas that Changed the World

Complete two of the following:

ENG 335 Jewish Literature
ENG 351 Topics in Cultural Studies (when taught with a theme fitting Jewish Studies)
HST 328 Immigration and the Making of America
HST 355 The World at War

REL 110 Religion in a Global Context
REL 315 Seminar: Sacred Texts and Tradition
REL 365 Seminar in Religion, Ethics 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
PSY 250 Social Psychology
PSY 351 Forgiveness: Theory, Research and Practice
REL 210 Basics in the Study of Sacred Texts
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).

PHL 310 Biomedical Ethics
PHL 325 Environmental Philosophy
PHL 340 Philosophy of Religion
PHL 365 Seminar in Great Philosophical Ideas
REL 300 Faith & Feminism
REL 315 Seminar in Sacred Texts and Traditions
REL 320 Religion & Politics
REL 330 Religion & Media
REL 365 Seminar in Religion, Ethics, and Society

TOTAL: 16 hours

PRE-MINISTRY MINOR:

REL 110 Religion in a Global Context
REL 210 Basics in the Study of Sacred Texts

Plus, one 300-level REL course:

REL 300 Faith & Feminism
REL 315 Seminar in Sacred Texts and Traditions
REL 320 Religion & Politics
REL 330 Religion & Media
REL 365 Seminar in Religion, Ethics, and Society

Plus, one of the following:

COM 100 Public Speaking
COM 101 Intro to Communication Studies.
COM 306 Integrated Strategic Communication
MGT 333 Principles of Management
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, multidisciplinary approaches, with an emphasis on engaged and experiential learning on campus, in the community, and abroad.

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

The international studies major provides a foundation for careers in government, politics, law, journalism, education, health care, and business, and prepares students for graduate study in a variety of areas, including international affairs, global development, medicine, and law. Courses provide analytical, critical thinking, and normative development. A residency requirement allows students to study in the country of their choice and the major's individualized concentration allows students to build a flexible and multidisciplinary program of study that aligns with their interests and professional goals.

Requirements

Students are required to complete 42 hours in the major and to 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 political science major provides students with the skills and knowledge necessary to better understand the political world. Faculty emphasize diverse perspectives and dynamic approaches to learning about politics, employing both reason and evidence to understand and address challenges to our communities – local, national, and international. We emphasize learning through experience, developing academic and professional skills in the classroom

and through simulations, community-based research, and internships that help students develop the academic and practical skills they need to succeed in and contribute to a rapidly changing world.

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 as well as law school.

Double Majors

For students double majoring in Political Science and Psychology, the Psychology research methods three-course sequence (PSY300, Research Methods I; PSY 301, Research Methods Lab; PSY 302, Research Methods II) will count towards completion of the research methods course requirement for Political Science (POL 250). Political Science majors who take the three course Psychology methods sequence are exempted from taking POL 250. Political Science majors who take the first two courses in the Psychology research methods sequence but do not pursue a major in Psychology may petition the department chair to have these two courses substituted for the one course Political Science research methods requirement, POL 250.

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

In the sociology program, students develop a theoretically informed and evidence-based understanding of the social world and human behavior. The critical thinking, analytical, and communication skills students learn prepare them for a variety of careers, advanced graduate studies in the social sciences and helping professions, and further opportunities to work with others to improve social conditions.

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.

Double Majors

For students double majoring in Sociology and Psychology, the Psychology research methods three-course sequence (PSY300, Research Methods I; PSY 301, Research Methods Lab; PSY 302, Research Methods II) will count towards completion of the research methods course requirement for sociology (SOC 250). Sociology majors who take the three course Psychology methods sequence are exempted from taking SOC 250. SOC majors who take the first two courses in the Psychology research methods sequence but do not pursue a major in Psychology may petition the department chair to have these two courses substituted for the one course Sociology research methods requirement, SOC 250.

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 Intro Statistics for Social Science
 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

PHL 210 Critical Thinking and Logic
 POL 120 Foundations in Law
 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:

ARL 302 Arts and Entertainment Law
 BUS 300 Business Law and Ethics
 BUS 315 Business Law
 BUS 360 Business Law Current Issues
 MMS 364 Media Law and Ethics
 POL 290 Moot Court
 POL 345 International Law and Organization
 POL 370 Topics in Law
 KIN 410 Sport 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 three minors 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 applications 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.

**QLC x60 and MAT 260 can be substituted if Statistics is in the title.*

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 x60 and MAT 260 can be substituted if Statistics is in the title.*

Content areas: Students must take the minimal number of hours listed for each of the content areas for a total of 24 hours.

Experimental – at least TWO courses (8 hours)

PSY 280 Health Psychology

PSY 305 Regression in Social Sciences

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 Psychological Disorders

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 371 Child/Adolescent Psychological Disorders

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 major. Not open to other majors.

BIO 220 Applied Anatomy and Physiology

PSY 101 General Psychology

PSY 210 Developmental Psychology

PSY 271 Psychological Disorders

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 371 Child/Adolescent Psychological
Disorders

PSY 385 Physiological Psychology

Total: 20 Hours

PSYCHOLOGICAL FOUNDATIONS MINOR

Restricted Minor: Only open to students 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 Psychological Disorders

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 371 Child/Adolescent Psychological
Disorders

PSY 375 Practicum in Group Dynamics
(required permission from
supervising instructor)

PSY 379 Psychological Testing

Total: 16 Hours

WORLD LANGUAGES DEPARTMENT

The knowledge of multiple languages broadens our understanding of other cultures and ourselves, creating a foundation for increased career prospects, graduate studies, and other adventures.

The World Languages Department offers three majors leading to the Bachelor of Arts degree: a Spanish major, a French major and a Multi-Language major. We also offer four minors: Spanish, French, Chinese, and Multi-Language.

A foreign language major or minor pairs well with other majors to provide a stronger skill set for career advancement. As a result, many of our students choose to expand their opportunities by adding a second major or a minor in another area to their academic record.

World Language students report that their degree is highly flexible and applicable to a variety of industries. The industry choice ultimately depends on your interests, skills and preferences. Our graduates find opportunities in the United States and abroad in government, nonprofits, healthcare, business, education, communications, translation and interpreting, and tourism and hospitality.

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

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.

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 36 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 28 credit hours of French courses above the 200 level (an additional 24 if initially placing at the 300 level or above). *It is strongly recommended that at least six 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.

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.

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 36 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 28 credit hours of Spanish courses above the 200 level (an additional 24 if initially placing at the 300 level or above). *It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international immersion program, foreign internship or other approved foreign study program.*

Multi-Language Major

This major provides students with a more varied linguistic and intercultural skill set to meet the demands of a changing national demographic as well as international commerce through multi-lingual communication necessary in a broad variety of professions. A minimum of 2 languages must be chosen. **40 credits**

Degree

The multi-language major leads to a Bachelor of Arts degree.

Requirements for a multi-language major are:

LNG 420 Capstone (4)

Complete one of the following options: ***Option 1 Primary language is Spanish:**

SPN 101 Elementary Spanish I

SPN 102 Elementary Spanish II

Option 2 Primary language is French:

FRN 101 Elementary French I

FRN 102 Elementary French II

Complete one of the following based on primary language:

SPN 220 OR SPN 230 Intermediate Spanish (4)

FRN 220 OR FRN 230 Intermediate French (4)

**Student with a language background may place out of these courses but will be required to complete the 40 credits of coursework in the major.*

Primary language: Complete one of the following options:**Option 1: Complete a minimum of 12 credits from the following courses.**

Complete SPN 310, 320 OR 410.

Complete an additional 8 credits from the following:
SPN 305 Interactive Cultural Exploration
SPN 310 Grammar: Solving the Puzzle

SPN 320 Written Expression

SPN 340 Vital Conversations

SPN 350 Spanish American Civilization and Culture

SPN 351 Civilization and Culture of Spain

SPN 360 A Taste of Literature

SPN 370 Topics in Hispanic Studies

SPN 380 Advanced Spanish for the Professions

SPN 398 Topics: International Preparation and

SPN 399 International Experience

SPN 400 Directed Study

SPN 410 The Nuances of Grammar

SPN 430 Latino Literature

SPN 440 Spanish-American Narrative

LNG 203 International Immersion Program

LNG 303 International Immersion Program

***Pending approval of the Department Chair, INT 401, INT 402, or INT 403 may be applied towards these requirements.*

Option 2: Complete a minimum of 12 credits from the following courses.

Complete FRN 310, 320 OR 410.

Complete an additional 8 credits from the following:

FRN 305 Interactive Cultural Exploration

FRN 310 Grammar: Solving the Puzzle

FRN 320 Written Expression

FRN 340 Vital Conversations

FRN 350 Francophone Civilizations and Cultures

FRN 351 French Civilization and Culture

FRN 360 A Taste of Literature

FRN 370 Topics in French Studies

FRN 398 Topics: International Preparation **and**

FRN 399 International Experience

FRN 400 Directed Study

FRN 410 The Nuances of Grammar

LNG 203 International Immersion Program

LNG 303 International Immersion Program

***Pending approval of the Department Chair, INT 401, INT 402, or INT 403 may be applied towards these requirements.*

Secondary language: Complete a minimum of 12 credits from the following courses with at least 4 credits at the 200 level or above.**Option 1: Complete a minimum of 12 credits from the following courses with at least 4 credits at the 200 level or above.**

SPN 101 Elementary Spanish I

SPN 102 Elementary Spanish II

SPN 220 Intermediate Spanish: Grammar and Conversation

SPN 230 Intermediate Spanish: Written Expression and Reading

SPN 305 Interactive Cultural Exploration

SPN 310 Grammar: Solving the Puzzle
 SPN 320 Written Expression
 SPN 340 Vital Conversations
 SPN 350 Spanish American Civilization
 and Culture
 SPN 351 Civilization and Culture of Spain
 SPN 360 A Taste of Literature
 SPN 370 Topics in Hispanic Studies
 SPN 380 Advanced Spanish for the Professions
 SPN 398 Topics: International Preparation and
 SPN 399 International Experience
 SPN 410 The Nuances of Grammar
 SPN 430 Latino Literature
 SPN 440 Spanish-American Narrative
 LNG 203 International Immersion Program
 LNG 303 International Immersion Program

***Pending approval of the Department Chair, INT 401, INT 402,
 or INT 403 may be applied towards these requirements.*

**Option 2: Complete a minimum of 12 credits
 from the following courses with at least 4 credits
 at the 200 level or above.**

FRN 101 Elementary French I
 FRN 102 Elementary French II
 FRN 220 Intermediate French: Grammar
 and Conversation
 FRN 230 Intermediate French: Written Expression
 and Reading
 FRN 305 Interactive Cultural Exploration
 FRN 310 Grammar: Solving the Puzzle
 FRN 320 Written Expression
 FRN 340 Vital Conversations
 FRN 350 Francophone Civilizations and Cultures
 FRN 351 French Civilization and Culture
 FRN 360 A Taste of Literature
 FRN 370 Topics in French Studies
 FRN 398 Topics: International Preparation and
 FRN 399 International Experience
 FRN 410 The Nuances of Grammar
 LNG 203 International Immersion Program
 LNG 303 International Immersion Program

***Pending approval of the Department Chair, INT 401, INT 402, or INT
 403 may be applied towards these requirements*

**Option 3: Complete a minimum of 12 credits from
 the following courses with at least 4 credits at
 the 200 level or above.**

CHN 101 Elementary Chinese I
 CHN 102 Elementary Chinese II
 CHN 220 Intermediate Chinese I
 CHN 230 Intermediate Chinese II
 CHN 330 Advanced Chinese Grammar
 CHN 340 Conversational Chinese
 CHN 370 Topics in Chinese Studies
 CHN 398 Topics: International Preparation and

CHN 399 International Experience
 LNG 101 Elementary Foreign Language I
 LNG 102 Elementary Foreign Language II
 LNG 220 Intermediate Foreign Language I
 LNG 230 Intermediate Foreign Language II
 LNG 370 Topics in Foreign Language
 LNG 398 Topics: International Preparation and
 LNG 399 International Experience
 LNG 203 International Immersion Program
 LNG 303 International Immersion Program
***Pending approval of the Department Chair, INT 401, INT 402,
 or INT 403 may be applied towards these requirements.*

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.**

MULTI-LANGUAGE MINOR

Complete 20 credits of coursework from at least
 two languages. Students must complete at least
 two courses each in the primary and secondary
 language. Eight credits must be completed at the
 200-level or above.

Total: 20 hrs.

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 associated with competence, character, and commitment to the 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 students a Bachelor of Business Administration (BBA) degree in accounting, finance, and marketing majors and a Bachelor of Arts in Business (BA).

Students majoring in one of the BBA degrees (Accounting, Finance, or Marketing) may earn a double major in any of the other BBA degrees.

BBA and BA business students may complete minors in computing & data analytics, entrepreneurship and innovation, international business, international leadership, and leadership as well as other non-business minors.

Non-business majors may minor in entrepreneurship and innovation, general business, international leadership, leadership, and marketing.

Writing Enriched Course Requirement

The Writing Enriched Course for the BBA majors is met with BUS 218 and BUS 300 and in the BA degree in BUS 218, BUS 300, or MGT 345. BBA degrees have designated WEC courses at each major level.

Minimum Grade Requirements

Individual majors may have course-level grade requirements for progressing toward graduation for the specific major.

Majors

Bachelor of Business Administration Degree (BBA)

Students in the Bachelor of Business Administration Degrees must complete the core requirements as follows with the specific discipline major requirements:

BBA CORE requirements: 47 credit hours

ACC 210 Principles of Accounting
BUS 101 Introduction to Business
BUS 218 Business Communication
BUS 225 Managing Information & Databases
BUS 300 Business Law and Ethics
BUS 310 Business Analytics
BUS 350 Operations/Supply Chain Mgmt
BUS 365 International Business
BUS 485 Strategic Management
ECO 205 Principles of Economics
FIN 360 Principles of Corporate Finance
MAT 112 Business Statistics
MGT 333 Principles of Management
MKT 340 Principles of Marketing

Plus, one of the following:

BUS 272 Personal Financial Planning
MAT 111 Business Calculus (recommended for ACC or FIN majors)
MGT 213 Developing Entrepreneurial Mindset

Bachelor of Business Administration (BBA)

Accounting Major

BBA Core Requirements: 47 credit hours

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 413 Auditing
ACC 433 Accounting Policy
ACC 443 Accounting Info Systems
ACC 453 Topics in Accounting

Total: 71 Credit Hours

**Bachelor of Business Administration
(BBA)****Finance Major****BBA Core Requirements: 47 credit hours****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: 68 Credit Hours**Bachelor of Business Administration
(BBA)****Marketing Major****BBA Core Requirements: 47 credit hours****Marketing Requirements: 9 Credit Hours**

MKT 351 Consumer Behavior
 MKT 452 Marketing Management
 MKT 453 Marketing Research

Marketing Electives**Complete three of the following: 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: 65-66 Credit Hours**Marketing Major Concentration**

Marketing majors may elect to earn a concentration in marketing analytics by completing the following electives:

Marketing Analytics Concentration: 9 credit hours

MKT 460 Digital Marketing

Plus, complete two of the following:

CDA 250 Computer Programming for Data Analytics
 CDA 350/BUS 375 Databases-Analytics/Visualization
 MMS 210 Digital Media Production
 MMS 359 Social Media and Audience

**Bachelor of Arts in Business
Degree (BA)****CORE requirements: 41 credit hours**

ACC 210 Principles of Accounting
 BUS 101 Introduction to Business
 BUS 218 Business Communication
 BUS 225 Managing Information and Databases
 BUS 300 Business Law and Ethics
 BUS 310 Business Analytics
 BUS 490 BA Capstone Experience
 ECO 205 Principles of Economics
 FIN 360 Principles of Corporate Finance
 MAT 112 Business Statistics
 MGT 345 Leadership & Organizations
 MKT 340 Principles of Marketing

Plus, one of the following:

BUS 272 Personal Financial Planning
 MAT 111 Business Calculus (recommended for ACC or FIN majors)
 MGT 213 Developing Entrepreneurial Mindset

CONCENTRATION requirement:

Students will select one of the following concentrations:

General Business Concentration (9 credit hours)

Complete any three ACC, BUS, ECO, FIN, MGT, MKT courses at the 300 level or higher

Interdisciplinary Concentration (9-10 credit hours)

Complete any two ACC, BUS, ECO, FIN, MGT, or MKT courses at the 300 level or higher

Plus, complete one course at the 300 level or higher other than ACC, BUS, ECO, FIN, MGT, or MKT.

Awareness and Promotion Concentration (9 credit hours)

Complete three of the following:
 MKT 350 Promotion Marketing
 MKT 351 Consumer Behavior

MKT 455 Sales Management
MKT 460 Digital Marketing
MKT 465 International Marketing

Branding and Messaging Concentration (9 credit hours)

MKT 452 Marketing Management

Plus, two of the following: (6 credits)

MKT 350 Promotion Marketing
MKT 351 Consumer Behavior
MKT 455 Sales Management
MKT 460 Digital Marketing

Entrepreneurship & Innovation Concentration (9 credit hours)

MGT 213 Developing Entrepreneurial Mindset

Plus, two of the following: (6 credits)

BUS 272 Personal Financial Planning
MGT 313 Ent: Crafting a Business Plan
MGT 335 Creativity & Ideation
MGT 435 Entrepreneurship & Innovation
MGT 445 Practicum in Entrepreneurship

Human Resource Concentration (9 credit hours)

MGT 330 Human Resource Management
MGT 385 Leading Change & Dev Talent

Plus, one of the following: (3 credits)

MGT 333 Principles of Management
MGT 421 Organizational Behavior
MGT 468 Topics: Application in HR Mgmt

International Business Concentration (9-10 credit hours)

BUS 365 International Business
MGT 370 Cross-Cultural Management

Plus, one of the following: (3-4 credits)

COM 327 Global Communication and Culture
FIN 478 International Financial Management
MKT 465 International Marketing
POL 335 Politics of Developing Countries
POL 350 International Political Economy

Leadership Concentration (9-11 credit hours)

MGT 421 Organizational Behavior

Plus, two of the following: (6-8 credits)

ARL 200 Intro Arts Leadership & Management

BUS 485 Strategic Management
MGT 333 Principles of Management
MGT 370 Cross-Cultural Leadership
MGT 380 Applied Decision Making
MGT 385 Leading Change & Dev Talent
POL 305 Congress and the Presidency

Management & Organizations Concentration (9 credit hours)

MGT 333 Principles of Management

Plus, two of the following: (6 credits)

BUS 350 Operations/Supply Chain Mgmt
BUS 272 Personal Financial Planning
BUS 485 Strategic Management
MGT 330 Human Resource Management
MGT 370 Cross-Cultural Management
MGT 380 Applied Decision Making
MGT 385 Leading Change & Developing Talent
MGT 421 Organizational Behavior

Strategic Data Analysis (11 credit hours)

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

Plus, one of the following: (3 credits)

MKT 453 Marketing Research
MKT 460 Digital Marketing

Total: 50-52 Credit Hours

Minors

**ENTREPRENEURSHIP and INNOVATION
MINOR**

BUS 101 Introduction to Business
MGT 213 Developing Entrepreneurial Mindset

Plus, two of the following E&I focused courses: (6 credits)

MGT 313 Ent: Crafting a Business Plan
MGT 335 Creativity and Ideation
MGT 345 Leadership & Organizations
MGT 435 Current Topics in Entrepreneurship
and Innovation
MGT 445 Practicum: Entrepreneurship
and Innovation

*Plus, one of the following content specific
courses*: (3-4 credits)*

ACC 210 Principles of Accounting
ARH 400 Creative Literacy

ARL 202 Arts Development
 ARL 301 Entrepreneurship in the Arts
 BIO 230 Introduction to Geospatial Science
 BUS 350 Operations/Supply Chain Mgmt
 BUS 375/CDA 350 Databases-Data Analytics and Visual

CDA 250 Computer Programming for Data Analytics

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: 15-16 Hours

INTERNATIONAL BUSINESS MINOR

FIN 478 International Finance
 MGT 370 Cross-Cultural Management
 MKT 465 International Marketing

Plus, complete 2 of the following: (7-8 credits)

BUS 365 International Business
 COM327 Global Communication and Culture
 POL105 Intro to Comparative Politics
 POL335 Politics of Developing Countries
 POL350 International Political Economy
 POL355 Political Economy of North-South
 REL365 Seminar: Religion, Ethics, Society
 Global Experience

- JBIP Course XXX 398/399 Topics: International Preparation/Experience
- International Internship
- Study Abroad Program
- Foreign Language (beyond General Education requirement)

Total: 16-17 Hours

LEADERSHIP MINOR

(Interdisciplinary Minor Housed in the School of Business)

MGT 345 Leadership & Organizations

Plus, complete 4 of the following: (14-16 credit hours)

COM305 Organizational Communication

MGT 333 Principles of Management
 MGT 421 Organizational Behavior
 POL100 United States Government
 POL 305 Congress & the Presidency
 PSY 101 General Psychology
 PSY 250 Social Psychology
 SOC 315 Gender in Society

Total: 17-19 Hours

INTERNATIONAL LEADERSHIP MINOR

(Interdisciplinary Minor Housed in the School of Business)

MGT 370 Cross-Cultural Management

Plus, Global Experience requirement: Complete one of the following:

- JBIP Course XXX 398/399 Topics: International Preparation
- International Internship
- Study Abroad Program
- Foreign Language (beyond General Education requirement)

Plus, complete 3 of the following: (9-12 credits)

BUS 365 International Business
 COM 327 Global Communication and Culture
 ECO 205 Principles of Economics
 FIN 478 International Financial Management
 MKT 465 International Marketing
 POL 105 Intro to Comparative Politics
 POL 335 Politics of Developing Countries
 POL 350 International Political Economy
 POL 355 Political Economy of North-South
 REL 365 Seminar: Religion, Ethics, Society

Total: 16-19 hours

GENERAL BUSINESS MINOR (For non-business majors only)

BUS 101 Introduction to Business
 ACC 210 Principles of Accounting
 ECO 205 Principles of Economics

Plus, complete 2 of the following: (6 credit hours)

BUS 272 Personal Financial Planning
 BUS 300 Business Law & Ethics
 BUS 365 International Business
 MGT 333 Principles of Management
 MGT 345 Leadership & Organizations
 MKT 340 Principles of Marketing

Total: 17 Hours

MARKETING MINOR (For non-business majors only)

MAT 112 Business Statistics
 MKT 340 Principles of Marketing
 MKT452 Marketing Management
 MKT 453 Marketing Research

Plus, complete 2 of the following: (6-7 credits)

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 four majors leading to the Bachelor of Arts degree: Communication, Health Communication, Multimedia Storytelling, and Sports 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: health communication, journalism, media studies and popular culture, organizational and strategic communication, or sports communication.

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.

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 multiple areas of communication. Communication majors work with traditional and new forms of media to become

effective communicators in settings ranging from social media 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 public relations might examine how corporations construct and promote their image and brand to the public.

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.)
MMS 210 Digital Media Production (4 hrs.)
COM 327 Global Comm. & Culture (4 hrs.)
COM 320 Communication Research (4 hrs.)
COM 495 Capstone (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 or MMS 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.)

MMS 359 Social Media & Audience (4 hrs.)
 COM 401 or one additional course in COM or MMS at
 or above the 300 level (4 hrs.)

Sports Communication Concentration (16 hrs.)

COM 356 Sports Communication (4 hrs.)
 COM 357 Sports Promo. & Publicity (4 hrs.)
 MMS 329 Sports Reporting (4 hrs.)
 COM 401 or one additional course in COM or MMS at
 or above the 300 level (4 hrs.)

HEALTH COMMUNICATION MAJOR

The BA in Health Communication introduces students to the communication processes in formal and informal health settings. The BA in Health Communication creates a coherent curriculum for students who are interested in working in a health care environment without being involved in a clinical setting. The field of health communication is expanding, with a significant need for health education specialists and community health workers, and the state of North Carolina has significant needs in the areas of health equity and health education. This program is designed to capitalize on these emerging opportunities and provide students a clear pathway to employment in this area.

The curriculum introduces students to the field of health communication, it provides students with a grounding in research and theory, and it addresses issues of diversity and inequity in healthcare settings. Students can choose electives that will provide additional skills and qualifications that will enhance their ability to work in a health care related environment. Students will be introduced to major social and cultural issues in health settings and learn to develop appropriate strategies to address these issues from a communication perspective. Graduates will be effective communicators who will be able to understand and facilitate health-related decision processes and disseminate health information and experiences in multiple communication contexts and on multiple platforms.

Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with COM 101.

Requirements

Requirements for the major in Health Communication are completion of the core requirements (36 hours), and 8 hours of electives for a total of 44 hours toward the major. Required courses for the major are based upon student's academic catalog of entry.

Core: (36 hrs.)

COM 101 Intro to Communication
 COM 250 Communication Theory
 COM 307 Health Communication Campaigns
 COM 317 Gender and Communication
 COM 320 Communication Research
 COM 326 Health Communication
 COM 327 Global Communication and Culture
 COM 333 Health and Illness Narratives
 COM 495 Capstone

Electives: (8 hrs.)

Choose 2 courses from:
 COM 100 Public Speaking
 COM 305 Organizational Communication
 COM 306 Integrated Strategic Communication
 COM 322 Interpersonal Communication
 COM 332 Conflict Management
 COM 334 Family Communication
 COM 356 Sports Communication
 COM 398 Topics International Preparation
 COM 399 International Experience
 COM 401 Seminar
 MAT 131 Introduction to Statistics in the Social
 Sciences or QLC 160, QLC 260, or QLC 360
 MMS 210 Digital Media Production
 MMS 324 Studies in New Media
 MMS 359 Social Media and Audience
 PHL 310 Biomedical Ethics
 SOC 330 Medical Sociology

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. Furthermore, students apply their media knowledge and skills through a media practicum to create media content for the local community. Students also have the opportunity to engage the 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 have the option to select from elective courses in journalism, multimedia production, and 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 16 hours of electives for a total of 46 hours toward the major. Required courses for the major are based upon student's academic catalog of entry.

Multimedia Storytelling (46 Total Hrs.)

Core: (30 hrs.)

MMS 101 Intro to Multimedia Storytelling
MMS 210 Digital Media Production
MMS 213 Practicum: Queens Student Media
MMS 220 News Writing and Reporting
MMS 301 Media Theory and Criticism
MMS 359 Social Media and Audience
MMS 364 Media Law and Ethics
MMS 495 Capstone

Electives: (16 hrs.)

Choose 2 courses from: (8 hrs.)

COM 100 Public Speaking
COM 250 Communication Theory
COM 317 Gender and Communication
COM 320 Communication Research
COM 327 Global Communication and Culture
COM 333 Health and Illness Narratives
COM 398 Topics International Preparation
COM 399 International Experience
COM 401 Seminar
MMS 219 Principles/History of Journalism
MMS 231 The Cinematic Arts
MMS 324 Studies in New Media
MMS 348 Popular Culture

Choose 2 courses from: (8 hrs.)

MMS 304 Post-Production: Theory and Practice of Editing
MMS 316 Entrepreneurial Journalism
MMS 319 Data-Driven Journalism
MMS 329 Sports Reporting
MMS 334 Audio for Multimedia
MMS 410 Advanced Reporting and Editing

MMS 470 Advanced Digital Media Production

SPORTS COMMUNICATION MAJOR

The BA in Sports Communication focuses on the methods and techniques for communicating about sports in a variety of formats, media, and contexts. It prepares students to work in different roles in the area of sports communication, such as reporting, broadcasting, producing, and public relations and promotion. Students will have the opportunity to work in sports-related practicum and internship settings. Graduates will be effective communicators who will be able to create messages about sports in multiple media formats and for multiple audiences. The structure of the BA in Sports Communication emphasizes the acquisition of skills across the above areas to ensure that students will be employable upon graduation. In addition, this program is designed to take advantage of the continuing growth of the college and professional sports sector in the Charlotte, NC metropolitan area. The BA in Sports Communication will help students to take full advantage of the opportunities that are present at Queens University and in the city of Charlotte.

Writing Enriched Course Requirement

The Writing Enriched Course for this major is met with MMS 101.

Requirements

Requirements for the major in Sports Communication are the completion of the core requirements (30 hours), and 16 hours of electives for a total of 46 hours toward the major. Required courses for the major are based upon student's academic catalog of entry.

Core: (30 hrs.)

MMS 101 Intro to Multimedia Storytelling
MMS 210 Digital Media Production
MMS 213 Practicum: Queens Student Media
MMS 220 News Writing and Reporting
MMS 301 Media Theory and Criticism
MMS 329 Sports Reporting
MMS 495 Capstone
COM 357 Sports Promotion and Publicity

Electives: (16 hrs.)

Choose 4 courses from:

COM 100 Public Speaking
COM 305 Organizational Communication
COM 306 Integrated Strategic Communication
COM 317 Gender and Communication
COM 327 Global Communication and Culture
COM 333 Health and Illness Narratives

COM 356 Sports Communication
 COM 398 Topics International Preparation and
 COM 399 International Experience
 COM 401 Seminar
 KIN 210 Sports History
 KIN 220 Sport in Cinema and Television
 KIN 230 Sports Governance and Administration
 KIN 320 Sport Marketing
 MMS 304 Post-Production: Theory and
 Practice of Editing
 MMS 316 Entrepreneurial Journalism
 MMS 319 Data-Driven Journalism
 MMS 324 Studies in New Media
 MMS 334 Audio for Multimedia
 MMS 348 Popular Culture
 MMS 359 Social Media and Audience
 MMS 364 Media Law & Ethics
 MMS 410 Advanced Reporting and Editing
 MMS 470 Advanced Digital Media Production

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 hrs.)

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 hrs.)

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 Department of Health and Human Performance and the Presbyterian School of Nursing and offers the following undergraduate majors:

Health and Human Performance

- Human Service Studies (BA)
- Health Sciences (BS)
- Exercise and Sport Science (BS)
- Sport Management (BS)

Presbyterian School of Nursing

- Nursing (BSN)

HEALTH AND HUMAN PERFORMANCE DEPARTMENT

Majors

The Department of Health and Human Performance offers four majors: Exercise and Sport Science, Health Sciences, Human Service Studies, and Sport Management.

Degree

The major in Human Service Studies leads to a Bachelor of Arts (BA) degree. The majors in Exercise and Sport Science, Health Sciences, and Sport Management 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 111 General Chemistry I (3)
 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 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)

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 the 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 the 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)
HLT 202 Concepts in Digital Healthcare (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 140 Pre-Calculus (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)

Human Service Studies Major

***Not accepting new applications after fall 2023.*

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 Contemporary 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)

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:

ACC 210 Principles of Accounting

BUS 101 Introduction to Business

BUS 300 Business Law and Ethics

BUS 365 International Business

COM 101 Public Speaking

COM 356 Sports Communication
COM 357 Sports Promotion and Publicity
ECO 205 Principles of Economics
FIN 360 Principles of Finance
MGT 333 Principles of Management
MKT 340 Principles of Marketing
MKT 350 Promotion Marketing
MKT 351 Consumer Behavior
MKT 452 Marketing Management
MKT 453 Marketing Research

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

**Pre-requisite course required.*

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

Required Courses:

HLT 200 Introduction to Public Health (4)

HLT 300 Epidemiology for Health Sciences (4)

Complete 2 of the following courses:

HLT 301 Health Strategies and Interventions (4)

HLT 202 Concepts in Digital Health (4)

HLT 328 US Health Care Systems (4)

NUR 105 Medical Terminology (3)

NUR 205 Nutrition (3)

COM 307 Health Communication Campaigns (4)

COM 333 Health and Illness Narratives (4)

PHL 310 Biomedical Ethics (4)

MAT 131 Statistics for Social Sciences (4)

KIN 312 Nutrition for Exercise and Sport (4)

SOC 330 Medical Sociology (4)

SOC 340 Race and Ethnicity (4)

SOC 350 Social Inequality (4)

Total: 15-16 Hours

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 two tracks available to students: the traditional pre-licensure and the accelerated (ABSN).

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®).

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)
- Minimum ACT score of 22 ACT or SAT score of 1100 SAT score (reading and math)
- 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.*

Complete the following:

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.

Students admitted to the BSN program before fall 2022 will take upper division nursing courses below:

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.

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, with admissions twice 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 two times each year. 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's 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. Students who are currently enrolled in their last semester at an accredited college or university at the time of application must submit proof of their degree conferral prior to the first day of class.
- 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.

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 concerns.

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. For NCAA implications related to satisfactory academic progress, please refer to compliance and student services.

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.

Accelerated Bachelor's to Master's Pathway

Exceptional undergraduate students may be accepted into an Accelerated Master's Program. A list of Accelerated Master's pathways may be found on the Undergraduate Admissions website.

In the programs offering this option, an applicant may be considered for provisional admission to the Master's pathway directly from undergrad with a GPA of 3.0 or above (on a 4.0 scale) as recorded on the official high school transcript and continued academic progress at Queens (gpa 3.0 or higher). For more information, see the program admissions requirements in the graduate section of the catalog.

Note: Students admitted to an Accelerated Master's Program (undergraduate + graduate degrees) are not eligible to hold a graduate assistantship until they registered for graduate level courses.

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.

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

Students are expected to attend all scheduled class meeting times or complete online activities outlined in the course syllabus toward engagement. Students are subject to the attendance policy outlined in the instructor's syllabus. It is the student's responsibility to know the attendance policy for each course in which they are enrolled. Students who miss more than 25% of the course for any reason are at risk of receiving a failing grade.

It is the responsibility of the student to inform instructors of a class absence for planned absences at the beginning of the semester and to send a reminder to the instructor within one week of the planned absence. Students should contact their instructors as soon as possible, or within 72 hours after, any unexpected absences. Instructors will make every effort to accommodate students and provide reasonable opportunities to make-up missed work that would normally occur in class. This may include alternative or supplemental assignments or projects. Some course activities may not be able to be made-up as designed outside of class due to their modality, timing, or format (i.e. lab, studio, clinical, in-person discussions, etc.).

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.

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.

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, Conservation Biology, Exercise and Sport Science and Health Sciences are examples of majors that 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 may 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.

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.

Zero Credit Hour Courses

Zero credit courses are appropriate in academic settings where students are participating in coursework that is largely self-directed, or activities that may be repeatable as part of a co-curricular experience.

Course Requirements

Zero credit courses should be proposed through the curriculum approval process. A zero credit course proposal must (1) justify the unique nature of the course to account for a student earning no credit; (2) justify why earning zero credits is appropriate within the university's academic credit hour definition; (3) demonstrate how utilization of university resources is nominal; and (4) present a plan for inclusion of faculty time associated with the course in the allocation of faculty workload within the respective department or school.

A zero-credit course may be approved through the curriculum approval process if at least one of the following conditions are met:

- The course is largely independent study or practical experience and does not meet as a class on a regular basis, or the course is focused on one area of study, practical experience, or creative expression in a particular discipline.
- The course has designated student learning outcomes.
- The course is not offered as a credit-bearing course.
- The course requires minimal faculty involvement and minimal use of other university resources (e.g., equipment or library resources).
- Grading is accomplished with minimal assessment.
- Credit course courses that have an accompanying laboratory or clinical component is built into the credit for the course. Therefore, the lab or clinical associated with the course will indicate zero credit hours.

President's/Dean's Lists

Queens University recognizes the academic success of our students by awarding placement on the President's List or the Dean's List. Lists are compiled at the end of each academic term.

The President's List is awarded to those students who achieve a 4.000 grade point average on a minimum of 12 credits on a graded basis with no grades of incomplete during that term. Courses in which the grade of "P" is earned will not count towards the 12-credit minimum.

The Dean's List is awarded to those students who achieve a 3.500 to 3.999 grade point average on a minimum of 12 credits on a graded basis with no grades of incomplete during that term. 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 and NCAA eligibility.

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. The respective academic Dean has final authority on all grade appeals.

Greater Charlotte Consortium

Full-time students 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, Gaston College, Johnson C. Smith University, 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 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. It is the student's responsibility to ensure that all degree requirements are complete. Students should closely monitor their degree audit available in myAccount.

Graduation Application

Students should submit the *Application for Graduation* one year prior to graduation. Students must apply on-line through the Registrar's Office myQueens 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 students who have a grade point average of 3.850 to 4.000; magna cum laude is awarded to students who have a grade point average of 3.650 to 3.849; and cum laude to students who have a grade point average of 3.500 to 3.649. 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 Ceremony

Queens University of Charlotte holds its annual commencement ceremony at the end of each spring semester. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the commencement ceremony.

Early Participation Policy for Commencement

Because there is only one commencement ceremony year, students who are close to completing degree requirements may walk in the spring ceremony. Students who do not meet degree requirements will be allowed to participate in commencement if they complete the Request for Early Commencement Participation and meet the following criteria:

Undergraduate Students:

- Have no more than two (2) courses totaling eight (8) or fewer credit hours yet to complete

- Have at least a 2.000 cumulative grade point average

Diplomas

The degree awarded is posted on the student's transcript at the end of the term in which all requirements are completed.

All ceremony participants will receive only a diploma cover at the ceremony. Students who complete their requirements in a spring term can pick up their diploma after the commencement ceremony.

Students who complete their requirements during a summer or fall term will receive their diplomas by mail.

All degree requirements and financial obligations must be satisfied in order to receive the diploma.

Leave of Absence

With the endorsement of the academic advisor, a student in good standing 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.

Transfer Credit and Prior Learning Assessment Policies

Information on transferred credit and course equivalencies can be found on the Queens website at <https://www.queens.edu/registrar/transfer-credits/>.

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 up to 64 credit hours will be accepted via 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 <https://www.queens.edu/registrar/transfer-credits/>.

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 from the University - See also [Withdrawal and Financial Obligations](#).

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

Master of Science in Finance and Analytics

Non-Degree Graduate Certificates

- Change Management
- Executive Coaching
- Finance
- Global Business Management
- Inclusion & Engagement Management
- Leadership and Change
- Learning and Development
- Management Consulting
- 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 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
- Education Leadership – Online
- Education Leadership - SELA

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 email at mfa@queens.edu, or online at queens.edu/mfa.

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

- 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.
- Submit a non-refundable application fee.
- Submit program-specific requirements as noted below.

PROGRAM DELIVERY

The MFA program is offered primarily 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. There is also an online-only format, in which students complete all of their coursework remotely, in both synchronous and asynchronous arrangements, depending on the course.

DEGREE REQUIREMENTS

Regardless of genre concentration or residency track, low-residency 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

In the online track, students complete 52 hours of coursework in the following distribution:

24 credit hours of Tutorial courses in the genre(s) in which they were admitted

23 credit hours in Special Topic Seminars, Craft Tutorials, 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 and Tutorials

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
- ENG 662 Fiction Craft Tutorial

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 and Tutorials

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
- ENG 663 Poetry Craft Tutorial

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 and Tutorials

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
- ENG 664 Creative Nonfiction Craft Tutorial

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 and Tutorials

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
- ENG 665 Writing for Stage and Screen Craft Tutorial

NON-DEGREE CERTIFICATE PROGRAMS

Queens offers two non-degree certificates for experienced creative writers.

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.,

CERTIFICATE 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

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 or Craft Tutorials, 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.

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 <https://www.queens.edu/education/>.

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

The following are required to be considered for admission to the Cato School of Education graduate degree and certificate 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, one from a direct supervisor

- *See additional admissions requirements may apply 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. If you are not a resident of North Carolina, and you are taking an online course or program leading to professional licensure, Queens University cannot guarantee whether the course or program meets requirements for professional licensure in your state. Queens University recommends that you consult with our program contact or the appropriate licensing agency or board in your state or territory prior to beginning your course of study.

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

School Executive Leadership Academy (SELA) Track to Master of Arts in Educational Leadership

The School Executive Leadership Academy Track (SELA) at Queens is an innovative program designed to prepare executive school leaders by giving them the skills and knowledge necessary to lead the changes needed in our schools. Its fast-paced curriculum replicates the real challenges school executives face. SELA is a partnership between the Cato School of Education, the McColl School of Business, Charlotte-Mecklenburg Schools (CMS) and surrounding districts, designed to accelerate the flow of leaders for our schools. It is unique in several ways. It combines the expertise of education provided by the Cato School of Education with the expertise of the McColl School of Business in developing leaders and the expertise of leaders from school districts. Students accepted into the SELA Track will complete 5 of the 11 courses towards the MEL program through face-to face

intensive summer courses, monthly residency days, and yearlong applied experiences.

Additional Admissions Requirements for SELA track

- Students must be admitted into the MEL program
- Complete in-depth assessment center with experiential exercises led by trained assessors
- Must have excellent oral and written communication skills
- Must have demonstrated initiative and leadership in current school setting

MEL 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

SELA Track Degree Requirements

Program Total: 33 Semester Hours

SEL 642 Leading in a Global Society
SEL 652 Leading in HR & Finance
SEL 676 Improving Instruction Using Data
SEL 695 School Executive Internship I
SEL 696 School Executive Internship II
EDU 610 Building Community
EDU 612 Leading Diversity
EDU 631 Supervision to Improve Instruction
EDU 646 Professional Learning Communities
EDU 667 Education Law and Ethics
EDU 671 Curriculum Development & Implementation

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.

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 principal licensure in the state of North Carolina, the student must complete the MEL program or Education Leadership certificate and also meet additional requirements mandated by the North Carolina Department of Public Instruction at the time of licensure application. Eligibility for licensure is dependent on NCDPI policy at the time of completion.

MASTER OF EDUCATION (MED)

The Master of Education degree from Queens University of Charlotte's Cato School of Education is a fully online, asynchronous program. The program provides candidates expertise in a specialized track while also offering a comprehensive suite of core courses that foster effective teaching in all areas.

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.

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. (*Not enrolling for the 2024-2025 academic year)

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.

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

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.

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.

Additional Admission Requirements for MED Program Licensure Seeking Requirements

Two letters of professional recommendation, one from principal showing proof of at least two years of teaching experience (Applicants for Curriculum and Instructional Specialist can provide proof of two years of counseling experience instead of teaching experience)

- Copy of current, non-provisional NC teaching license (Applicants for Curriculum and Instructional Specialist can provide proof of two years of counseling experience instead of teaching experience)

Degree Requirements

Program Total: 33 Semester Hours

Additional Degree Requirements

- Professional Portfolio
- Action Research Project

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 Education

MED 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

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 Education

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
(Not enrolling for the 2024-2025 academic year)

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

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
(*Not enrolling for the 2024-2025 academic year)

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

NON-DEGREE PROGRAMS

GRADUATE CERTIFICATE PROGRAMS

All graduate certificate programs are offered in an online, asynchronous modality.

Additional Admissions Requirements for Educational Leadership

- Must have a Master's degree in an education-related field
- Must have at least four years of classroom teaching experience by completion of the certificate to apply for licensure
- Must meet the admissions requirements of the MEL program
- Complete in-depth assessment center with experiential exercises led by trained assessors – SELA track
- Must have excellent oral and written communication skills – SELA track
- Must have demonstrated initiative and leadership in current school setting – SELA track

Academically or Intellectually Gifted (AIG), K-12 Certificate – Online

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 – Online

EDU 635 21st Century Learner
EDU 636 Designing Effective Curriculum.
EDU 637 Instructional Design
EDU 638 Instr. & Assessment
EDU 639 Contemporary Issues in Education

Educational Leadership – Online

EDU 642 Leading in a Global Society
EDU 652 Leading in HR & Finance
EDU 676 Improving Instruction Using Data
EDU 695 School Executive Internship I
EDU 696 School Executive Internship II

Educational Leadership – SELA Track

SEL 642 Leading in a Global Society
SEL 652 Leading in HR & Finance
SEL 676 Improving Instruction Using Data
SEL 695 School Executive Internship I
SEL 696 School Executive Internship II

Higher Education Certificate – Online

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
(*Currently not enrolling any new students.)

Instructional Technology Certificate – Online

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 – Online

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 – Online

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
(*Currently not enrolling any new students.)

Special Education: General Curriculum, K-12 Certificate – Online

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

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 <https://www.queens.edu/business/> 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 **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 enable an organization’s talent to execute strategy and achieve its goals and objectives.

The **Master of Science in Finance & Analytics (MSFA)** is a specialized program designed for

students who seek in-depth knowledge in the application of data analytics in the finance industry. The MSFA program is designed to equip students with the analytical skills and practical experience to ready themselves for careers in corporate finance, banking, consulting, and government.

The **non-degree graduate certificate programs** are designed for professionals seeking to retool or develop knowledge, skills and abilities in a specific area.

ADMISSION REQUIREMENTS

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.

Applications for all McColl Graduate degree and certificate programs must include:

- A completed Graduate Admissions application
- A resume or CV
- A statement of purpose addressing the applicant’s goals, objectives, and interest in undertaking a graduate program
- Official transcript from the accredited institution that granted the baccalaureate degree sent directly from the institution to the Graduate School
- A letter of reference (optional)

Additionally, applicants may be required to have an admission interview when additional information is needed to make an admission decision. Applications are accepted and reviewed year-round on a rolling admissions basis.

Program-specific admissions requirements:

- MSFA applicants must demonstrate aptitude for quantitative analysis through coursework, work experience or a nationally recognized standardized test.
- MSTOD applicants must have at least two years of full-time, relevant work experience for admission. Additionally, applicants may be required to have an admission interview when additional information is needed to make an admission decision.

- Work experience is preferred but not required for all Graduate certificate applicants.
At least two years of full-time, relevant work experience is required for admission to the Inclusion & Engagement Management Certificate, Executive Coaching Certificate, Learning & Development Management Certificate, Management Consulting Certificate, Organizational Leadership Certificate, and Talent Management Certificate Programs.

Additional admissions requirements for Accelerated Bachelor's to Master's Pathway for Master's of Science in Finance and Analytics

- Declared intentions through a Graduate Admissions Application by the Fall of your Sophomore year, preferred
- Cumulative high school gpa of ≥ 3.0
- Continued Academic progress at Queens (cumulative gpa 3.0 or higher)
- Statement of purpose addressing the applicant's goals, objectives, and interest in undertaking a graduate program
- Two letters of recommendation, at least one from a Queens faculty member
- An admission interview (case by case 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.

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, virtually, or in a combination of these two delivery formats.

COURSE SEQUENCE

A student should meet with his/her advisor to develop a plan of study. This will ensure that courses are taken in proper sequence.

MBA Degree

DEGREE REQUIREMENTS

Program Total: 30 credit hours; 18 credits in core courses; 12 credits in elective courses. The two required Residencies are 0 credit hours.

Core Courses

Students must complete 18 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
- MBA 605 Managerial Accounting
- MBA 625 Marketing Management
- MBA 630 Business Analytics
- MBA 635 Managerial Finance
- MBA 660 Strategic Leadership

Residency

All students must take MBA 603 MBA Residency for zero credits twice as a graduation requirement. Residencies are offered in-person or virtually.

Electives

Students must complete 12 credit hours of elective courses for completion of the MBA degree. Electives can be selected from the Applied Experience Electives and/or General Electives. All elective courses are 3 credit hours unless otherwise noted.

Applied Experience Electives

Students with limited professional experience are recommended to take at least one elective from the Applied Experience electives. Students who are working professionals can choose to do an applied project at their organization using the MBA 695 Independent Study Course. MBA 692 and MBA 695 may be approved as a substitution to count towards a related specialization.

MBA 620 Leading and Managing Organizations
MBA 691 International Experience
MBA 692 Internship (1-3 credit hours)
MBA 695 Independent Study (1-3 credit hours)

General Electives

MBA 622 Understanding Social Identities
MBA 640 Managing in a Global Context
MBA 645 Corporate Governance and Ethics
MBA Inclusion & Engagement
in Organizations
MBA 650 Operations Management
MBA 651 Stakeholder, Client & Relationship
Management
MBA 655 Management of Information Systems

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
and Application
MBA 673 Advanced Coaching Theories
MBA 674 Coaching Practicum
MBA 675 Talent Management
MBA 680 Leadership Skills & Techniques
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 693 Cross-Cultural Management
MBA 694 Innovation, Change & Entrepreneurship
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 Specialization

Students can earn a specialization by taking 6 credit hours involving two specialization courses. The program is designed to allow a student to earn multiple specializations. The courses included in a specialization may be offered virtually or on-campus (hybrid); thus, a specialization may only be available through one delivery mode. Those students taking their courses all virtually may not be able to secure all specializations to the extent that they are offered only on-campus hybrid. All courses in a specialization are 3 credit hours unless otherwise noted.

Specializations are available in Diversity, Equity & Inclusion Management, Entrepreneurship, Executive Coaching, Finance, Global Business Management, Healthcare Management, Leadership and Change, and Quantitative Methods of Business.

Entrepreneurship

Students must complete the following two courses:

MBA 687 Entrepreneurship: New Venture Creation
MBA 694 Innovation, Change & Entrepreneurship

Executive Coaching

Students must complete the following two courses:

MBA 672 Introduction to Coaching Theories and
Application
MBA 673 Advanced Coaching Theories

Finance

Students must complete two of the following courses:

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 required course.

Plus, one of the following electives:

MBA 649 Inclusion & Engagement in
Organizations
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

Students must complete MHA 500 Health Services Organization and Development as a required course.

Plus, one of the following three electives:

MHA 530 Organizational Behavior in Healthcare Organizations
MHA 620 Management of Human Resources in Health Administration
MHA 630 Managerial Epidemiology Research and Statistics

Inclusion & Engagement Management

Students must complete MBA 649 Inclusion & Engagement in Organizations as a required course.

Plus, one of the following:

MBA 622 Understanding Social Identities
MBA 686 Interpersonal and Group Dynamics
MBA 691 International Experience
MBA 693 Cross-Cultural Management

Leadership and Change

Students must complete MBA 620 Leading & Managing Organizations as a required course.

Plus, one of the following electives:

MBA 649 Inclusion & Engagement in Organizations
MBA 680 Leadership Skills and Techniques
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

Quantitative Methods of Business

Students will complete two of the following three courses:

MBA 615 Economics for Managers
MBA 650 Operations Management
MBA 655 Management of Information Systems

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 leading the design, development, implementation, and management of strategies, structures, and processes that enable an organization's talent to execute strategy and achieve its goals and objectives.

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 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. The required Residency is 0 credit hours.

Core Courses

Students must successfully complete 18 credit hours of core courses.
TOD 600 Leadership Development
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

Residency

All students must take TOD 603 MSTOD Residency for zero credits as a graduation requirement. Residencies are offered in-person or virtually.

Flexible Core Courses

Students must successfully complete 3 credit hours of flexible core courses. All courses are also available to take as electives.

TOD 610 Organizational System Change

TOD 625 Introduction to Coaching: Theories and Applications
 TOD 635 Talent Management
 TOD 645 Talent Strategies

Elective 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 639 Mentor Coaching (2 credit hours)
 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 649 Inclusion & Engagement in Organizations
 TOD 650 Leadership Skills & Techniques
 TOD 651 Stakeholder, Client, and Relationship Management
 TOD 652 International Experience
 TOD 654 Independent Study: Talent & Organization Development
 TOD 665 Internship
 TOD 670 Topics in Talent & Organization Development

MSTOD with a Specialization

Students wishing to earn the MSTOD degree with a specialization 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 Specialization. Specializations are available in, Executive Coaching, Inclusion & Engagement Management, Learning & Development Management, Organizational Leadership, Stakeholder, Client & Relationship Management and Strategic Human Resources Management & Consulting. The courses included in a specialization may be offered online or on-campus; thus, a specialization may only be

available through one delivery mode. All courses in a specialization are 3 credit hours unless otherwise noted.

Inclusion & Engagement Management

TOD 622 Understanding Social Identities
 TOD 649 Inclusion & Engagement in Organizations

Plus, one of the following:

TOD 624 Cross-cultural Management
 TOD 649 Talent Strategies
 TOD 652 International Experience

Executive Coaching

TOD 625 Introduction to Coaching: Theories and Applications
 TOD 634 Advanced Coaching: Theory and Practices

Learning & Development Management

TOD 640 Learning and Facilitation
 TOD 642 Applied Assessments and Measurements

Plus, one of the following:

TOD 625 Introduction to Coaching
 TOD 643 Principles of Project Management
 TOD 649 Inclusion & Engagement in Organizations

Organizational Leadership

TOD 650 Leadership Skills & Techniques

Plus, two of the following:

TOD 622 Understanding Social Identities
 TOD 625 Introduction to Coaching
 TOD 632 Conflict & Negotiation
 TOD 645 Talent Strategies
 TOD 646 Transformational Change
 TOD 649 Inclusion & Engagement in Organizations

Stakeholder, Client & Relationship Management

TOD 651 Stakeholder, Client & Relationship Management

Plus, two of the following:

TOD 625 Introduction to Coaching Theories and Applications
 TOD 643 Principles of Project Management
 TOD 644 Management Consulting

TOD 645 Talent Strategies
 TOD 648 Creative Connections
 TOD 649 Inclusion & Engagement in
 Organizations
 TOD 650 Leadership Skills & Techniques

Strategic Human Resources Management & Consulting

TOD 645 Talent Strategies

Plus, two of the following:

TOD 610 Organizational Systems Change
 TOD 624 Cross Cultural Management
 TOD 642 Applied Assessments
 TOD 640 Learning & Facilitation
 TOD 644 Management Consulting
 TOD 649 Inclusion & Engagement in
 Organizations

Master of Science in Finance & Analytics (MSFA)

The MSFA is a specialized program designed for students who seek in-depth knowledge in the application of data analytics in the finance industry. The MSFA program is designed to equip students with the analytical skills and practical experience to ready themselves for careers in corporate finance, banking, consulting, and government.

PROGRAM DELIVERY

Courses in the MSFA program will be offered in an eight (8) week, hybrid modality with required synchronous components offered both in-person and virtually. Two on campus Residencies will be required. Residency I will be three days, while Residency II will be one and a half days.

COURSE SEQUENCE

The MSFA has been designed as a cohort program that can be completed by a full-time student in a one-year program or a part-time working professional in a two-year program. A 1.5 year program is available to students who begin in the spring. Each course in the program will be offered once during the academic year.

DEGREE REQUIREMENTS

The Master of Science in Finance & Analytics is a 30-credit hour program including 30 credit hours of core courses and two on campus Residencies. All core courses are 3 credit hours, unless otherwise

noted. The two required Residencies are 0 credit hours.

Residencies

FNA 601 Finance & Analytics Residency I
 FNA 602 Finance & Analytics Residency II

Core Courses

FNA 631 Principles of Data Analytics
 FNA 632 Economic and Financial Forecasting
 FNA 633 Data Foundations for Analytics
 FNA 634 Machine Learning and AI
 FNA 635 Financial Modeling in Excel
 FNA 663 Investment Analysis
 FNA 665 Futures & Options
 FNA 667 Financial Institutions & Fintech
 FNA 670 Industry Practicum

Plus, complete one of the following

FNA 662 Advanced Managerial Finance
 FNA 664 International Financial Management
 FNA 692 Internship (1 – 3 credits)

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 632 Conflict & Negotiation
 TOD 643 Principles of Project Management
 TOD 648 Creative Connections
 TOD 649 Inclusion & Engagement in
 Organizations

Executive Coaching Certificate (9 credit hours)

TOD 625 Introduction to Coaching Theories and
 Application
 TOD 634 Advanced Coaching Theories and
 Practice

Plus, one of the following electives:

TOD 600 Leadership Development
 TOD 620 Interpersonal & Group Dynamics
 TOD 622 Understanding Social Identities

TOD 632 Conflict & Negotiation
TOD 636 Coaching Practicum
TOD 646 Transformational Change

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 649 Inclusion & Engagement in Organizations
MBA 664 International Financial Management
MBA 688 Global Business Strategy
MBA 691 International Experience
MBA 693 Cross-Cultural Management

Inclusion & Engagement Management Certificate (9 credit hours)

TOD 622 Understanding Social Identities
TOD 649 Inclusion & Engagement in Organizations

Plus, one of the following electives:

TOD 620 Interpersonal and Group Dynamics
TOD 624 Cross-cultural Management
TOD 652 International Experience

Leadership and Change Certificate (15 credit hours)

MBA 600 Leadership Development
MBA 620 Leading & Managing Organizations

Plus, three of the following:

MBA 649 Inclusion & Engagement in Organizations
MBA 680 Leadership Skills & Techniques
MBA 681 Principles of Talent and 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 Assessment and Measurements
TOD 643 Principles of Project Management
TOD 649 Inclusion & Engagement in Organizations

Management Consulting Certificate (9 credit hours)

TOD 605 Principles of Talent and Organizational Development
TOD 644 Management Consulting

Plus, one of the following:

TOD 610 Organizational System Change
TOD 643 Principles of Project Management
TOD 632 Conflict and Negotiation
TOD 648 Creative Connections
TOD 638 Entrepreneurship: New Venture Creation
TOD 649 Inclusion & Engagement in Organizations

Organizational Leadership Certificate (9 credit hours)

TOD 600 Leadership Development
TOD 650 Leadership Skills & Techniques

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
TOD 649 Inclusion & Engagement in Organizations

Talent Management Certificate (9 credit hours)

TOD 635 Talent Management
TOD 644 Talent Strategies

Plus, one of the following:

TOD 620 Interpersonal and Group Dynamics
TOD 630 People Analytics: Optimizing Human Capital with Data
TOD 649 Inclusion & Engagement in Organizations

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 3rd 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 courses in the 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 degree program or certificates

- Bachelor's degree from an accredited college or university.
- Completed graduate application which includes:
 - 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](#).
 - 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.

Additional admissions requirements for Accelerated Bachelor's to Master's Pathway for Master's of Arts in Communication

- Declared intention through a Graduate Admission Application, by fall of sophomore year, preferred
- Cumulative high school gpa of ≥ 3.5
- Continued Academic progress at Queens (cumulative gpa 3.0 or higher)
- A written statement describing professional and personal goals
- Resume outlining academic and professional background and recognitions, honors, and awards
- Two letters of recommendation, at least one from a Queens faculty member

DEGREE REQUIREMENTS**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:

Organizational Communication Specialization (9 hours):

COM 610 Organizational Communication
COM 617 Group & Team Dynamics
COM 629 Communication & Leadership

Strategic Communication Specialization (9 hours):

COM 613 Principles of Public Relations
COM 664 Organizational Identity and Branding
COM 678 Strategic Digital Design

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. Courses in the program are offered on-campus (hybrid) or online in eight-week sessions. All courses are 3 credit hours.

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

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

*** 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.**

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.

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 online synchronous and asynchronous learning.

Admissions Requirements

Students are admitted three times per year.

The following are required to be considered for admission to the MHA degree and certificate programs:

- 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
- Cumulative GPA of 2.5-2.99 will be considered for probational admission
- 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 requires 36 credit hours at the graduate level.

MHA 500 Health Services Organizations and Delivery
MHA 530 Organizational Behavior in Healthcare Organizations
MHA 600 Financial Management in Healthcare

Organizations I
MHA 610 Financial Management in Healthcare Organizations II
MHA 620 Management and Human Resources of Healthcare Organizations
MHA 625 Quality Improvement in Healthcare Organizations
MHA 630 Managerial Epidemiology, Research, and Statistics
MHA 635 Clinical Issues in Health Services Management
MHA 640 Healthcare Economics and Policy
MHA 645 Healthcare Law and Ethics
MHA 650 Healthcare Information Systems
MHA 680 Strategic Planning and Marketing for Healthcare Organizations

NON-GRADUATE DEGREE CERTIFICATE

The Blair College of Health also offers a 9-credit hour certificate in Health Administration. Courses are offered online for eight-week sessions and include a combination of online synchronous and asynchronous learning. All courses are 3 credit hours.

Health Administration Certificate (9 credit hours)

CERTIFICATE REQUIREMENTS

The Health Administration graduate certificate requires 9 credit hours at the graduate level.

MHA 500 Health Services Organization and Development
MHA 530 Organizational Behavior in Healthcare Organizations
MHA 620 Management of Human Resources in Health Administration

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 research, education, 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

The nurse administrator specialty track is designed to develop foundational knowledge in healthcare leadership and management for varied settings. Students will be prepared to participate in the analysis, design, and implementation of systems assessment, communication systems, and the education of healthcare staff surrounding the nursing role staff. The practices of these graduates will enhance health care decision making and the delivery of safe patient care. 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 participate in a practicum experience in Nurse Administrator specialty. Graduates are prepared to be leaders in their organizations.

*For students admitted Fall 2023 and after.

Nursing Informatics

Nursing Informatics: The nursing informatics specialty track is designed for the new world of informatics. Nursing Informatics students develop foundational knowledge in healthcare project management for varied settings. 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. Regulatory, legal, and ethical issues are explored. In the final semester, students participate in a practicum experience in Nursing Informatics. Graduates are prepared to be leaders in their organizations.

*For students admitted Fall 2023 and after.

ADMISSION REQUIREMENTS

Students are admitted three times per year.

The following are required to be considered for admission to the MSN program*:

- Completed Graduate Application
- Official transcripts of all post-secondary academic coursework, indicating evidence of one of the following:
 - BSN degree earned at a regionally accredited institution and nursing program accredited by ACEN, NLNAC, or CCNE.
 - Associate degree in nursing with bachelor's degree in another field will be considered.
 - Associate degree in nursing are eligible for RN to MSN entry option.
- Cumulative GPA of at least 2.5 on a 4.0 scale
- Last 60 nursing credits GPA of at least 2.5 on a 4.0 scale
- Current unrestricted license to practice as a registered nurse in the state in which the student will complete any practicum requirements of the program.

Degree Requirements

The Master of Science in Nursing with a specialization in either Nursing Informatics, Nurse Administrator, or Clinical Nurse Leader®, requires 36 credit hours at the graduate level, including 18 credit hours in nursing core courses, and 18 credit hours in specialty courses. Courses are 3 credits unless otherwise noted. Core courses must be completed before specialty courses.

Clinical Requirements

Queens University of Charlotte must have a facility agreement in place in order for students to participate in clinical and complete required hours for all courses with a clinical component. (*clinical courses)

RN-MSN Track Transition Courses

**RN-MSN Track Transition Courses will be completed prior to starting MSN Specialty Courses for students admitted to the RN-MSN Track*

NRN 310 Nursing: A Practice Discipline
NUR 500 Population Health Nursing

MSN Core Courses

NUR 615 Teaching, Learning & Evaluation
NUR 624 Health Policy
NUR 628 Informatics in Health Care
NUR 630 Data Interpretations
NUR 632 Research Methods
NUR 655 Integrative Clinical Concepts *50
clinical hours

Clinical Nurse Leader® Specialization

NUR 661 Leadership Principles and Practices
NUR 660 Healthcare Project Management *50
clinical hours
NUR 652 Management of Clinical Outcomes *50
clinical hours
NUR 653 Management of the Care Environment
*50 *clinical hours*
NUR 672 Certified Nurse Leader Practicum A *(150
clinical hours
NUR 673 Certified Nurse Leader Practicum B *150
clinical hours

Nurse Administrator Specialization

NUR 661 Leadership Principles and Practices
NUR 662 Financial Management for Nurse Leaders
*50 *clinical hours*
NUR 665 Clinical Information Systems *(3 Hrs.) 50
clinical hours
NUR 660 Healthcare Project Management *50
clinical hours
NUR 674 Nurse Administrator Practicum A *150
clinical hours
NUR 675 Nurse Administrator Practicum B *150
clinical hours

Nursing Informatics Specialization

NUR 661 Leadership Principles and Practices
NUR 662 Financial Management for Nurse Leaders
*50 *clinical hours*
NUR 665 Clinical Information Systems *50 *clinical hours*
NUR 660 Healthcare Project Management *50
clinical hours
NUR 678 Nursing Informatics Practicum A *150
clinical hours
NUR 679 Nursing Informatics Practicum B *150
clinical hours

**Non-Degree Programs:
Post Master's Certificate Programs****CERTIFICATE ADMISSION REQUIREMENTS**

- 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.

Students who complete the Queens University of Charlotte integrated MSN Nurse Administrator or Nursing Informatics track and seek the alternate certificate are only required to take the additional practicum courses.

Certificate Programs for students admitted in Fall 2024:**Nurse Administrator post-masters Certificate**

NUR 665 Clinical Information Systems *50 *clinical hours*
NUR 666 Healthcare Data Implementation, Management, and Evaluation *50 *clinical hours*
NUR 667 Nursing Administration Practicum *(5 Hrs.)
*225 *clinical hours*

Total: 11 hours**Nurse Educator post-masters Certificate**

NUR 663 Principles of Curriculum and Evaluation
NUR 664 Educational Principles and Practices
NUR 668 Nurse Educator Practicum *(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 Practicum* (6 Hrs.)
300 *clinical hours*

Total: 14 hours**Nursing Informatics post-masters Certificate**

NUR 665 Clinical Information Systems *50 *clinical hours*
NUR 666 Healthcare Data Implementation, Management, and Evaluation *50 *clinical hours*
NUR 669 Nursing Informatics Practicum *(5 Hrs.) *225
clinical hours

Total: 11 hours

Certificate Programs for students admitted in Spring 2025 or after:**Nurse Administrator post-masters Certificate**NUR 665 Clinical Information Systems *50 *clinical hours*NUR 660 Healthcare Project Management *50 *clinical hours*NUR 674 Nurse Administrator Practicum A *150 *clinical hours*NUR 675 Nurse Administrator Practicum B *150 *clinical hours***Total: 12 hours****Nurse Educator post-masters Certificate:**

NUR 663 Principles of Curriculum and Evaluation

NUR 664 Educational Principles and Practices

NUR 668 Nurse Educator Practicum *225 *clinical hours***Total: 11 hours****Clinical Nurse Leader post-masters Certificate:**NUR 652 Management of Clinical Outcomes *50 *clinical hours*NUR 653 Management of the Care Environment *50 *clinical hours*NUR 672 Clinical Nurse Leader Practicum A *150 *clinical hours*NUR 673 Clinical Nurse Leader Practicum B *150 *clinical hours***Total: 12 hours****Nursing Informatics post-masters Certificate:**NUR 665 Clinical Information Systems *50 *clinical hours*NUR 660 Healthcare Project Management *50 *clinical hours*NUR 678 Nursing Informatics Practicum A *150 *clinical hours*NUR 679 Nursing Informatics Practicum B *150 *clinical hours***Total: 12 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 ***PSON 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 Policies stated elsewhere in the catalog apply to graduate students unless otherwise noted in the graduate program sections or Graduate Policies.

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 and to be allowed to continue in the program (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.

Students who complete an undergraduate degree outside the US, 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). 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 Website](#).

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](#)

Withdrawal Due to Extenuating Circumstances

Graduate students may request a withdrawal from a previously completed term 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 16-week or 8-week term (depending on program). This can be retroactive for SIX MONTHS from the end of the semester requested.
- Serious family emergency that renders a student unable to complete all classes in a 16-week or 8-week term (depending on program).

Students should speak with their advisor first to see if this request is applicable. Note that medical and other supporting documentation may be required. Requests for a Withdrawal Due to Extenuating Circumstances will be reviewed by the Graduate Council.

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

A student may receive a degree only after meeting all degree requirements. It is the student's responsibility to ensure that all degree requirements are complete. Students should closely monitor their degree audit available in myAccount.

Graduation Application

Students should submit the *Application for Graduation* one year prior to graduation. Students must apply on-line through the Registrar's Office myQueens site.

Commencement Ceremony

Queens University of Charlotte holds its annual commencement ceremony at the end of each spring semester. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the commencement ceremony.

Early Participation Policy for Commencement

Because there is only one commencement ceremony year, students who are closed to completing degree requirements may walk in the spring ceremony.

Students who do not meet degree requirements will be allowed to participate in commencement if they complete the Request for Early Commencement Participation and meet the following criteria:

Graduate Students:

- Have no more than two (2) courses totaling six (6) or fewer credit hours yet to complete
- Have at least a 3.000 cumulative grade point average

Diplomas

The degree awarded is posted on the student's transcript at the end of the term in which all requirements are completed.

All ceremony participants will receive only a diploma cover at the ceremony. Students who complete their requirements in a spring term can pick up their diploma after the commencement ceremony.

Students who complete their requirements during a summer or fall term will receive their diplomas by mail.

All degree requirements and financial obligations must be satisfied in order to receive the diploma.

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.

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 as needed.) Credit: 3

ACC 210 Principles of Accounting

Principles of Accounting: This course introduces the basic concepts of financial and managerial accounting. Students learn how to prepare, read, and use corporate financial reports intended for external users. Students will also develop the skills to prepare financial information used in internal decision-making such as budgets and cost-volume-profit analyses. Prerequisite: None. Credit: 4.

ACC 307 Intermediate Accounting I

Intermediate Accounting I: This course is a study of financial accounting theory and generally accepted accounting principles. Topics include a detailed study of the four financial statements, the accounting cycle, the time value of money, and revenue recognition. Prerequisite: ACC 210. (Offered fall term.) Credit: 3

ACC 308 Intermediate Accounting II

Intermediate Accounting II: This course continues to review of financial accounting theory and accounting principles. Topics include special problems of presentation regarding cash and cash equivalents, inventory, property, plant, and equipment, investments, current liabilities, bonds, and long-term notes payable. Prerequisite: 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 210. (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, deductions, credits, and exclusions. Prerequisites: ACC 210. (Offered spring 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 corporations, partnerships, Limited Liability companies, estates, and trusts. Prerequisite: ACC 307 and ACC 315. (Offered as needed.) Credit: 3

ACC 318 Financial Statement Analysis

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 210. (Offered fall term.) 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 443 and BUS 325. (Offered every spring term.) Credit: 3

ACC 433 Intermediate Accounting III

Intermediate Accounting III: This course continues the review of financial accounting theory and accounting principles. Topics include special problems of presentation regarding transactions involving inventory valuation, leases, income taxes, owners' equity, earnings per share, statement of cash flows, accounting changes, and additional advanced topics of financial reporting. Prerequisites: ACC 308 and BUS 325. (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 necessary controls to assure accuracy and reliability of the data processed by the accounting system. Prerequisites: ACC 307 and BUS 225. (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 in the term preceding the offering. Prerequisite: ACC 308. (Offered every spring term.) 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 or project requires the 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

ARH 100 Introduction to Art Therapy

Introduction to Art Therapy: Art therapy uses different forms of creative expression to help people explore and transform feelings, thoughts, and ideas. This course introduces students to the history, theory, practice, and applications of art therapy in various settings. This class fulfills the writing-intensive requirement for the major. Prerequisite: PSY 101. (Offered

every spring term.) Credit: 4

ARH 200 The Birth of Art

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 fall term.) Credit: 4

ARH 201 Faith vs Humanism

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 spring term.) Credit: 4

ARH 202 Exploration to Revolution

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 fall term.) Credit: 4

ARH 203 Rise of Modernism

The Rise of Modernism: This course critically considers major trends in the visual arts from the late 18th century to the late 21st century, within the context of global 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 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 206 Intro to Gallery and Museum Studies

Introduction to Gallery & Museum Studies: This course introduces students to the basic principles and methods of museum and gallery work. It explores the origin and history of museums, their role in society, and the core gallery and museum functions of collection, preservation, education and exhibition. Prerequisite: None. (Offered every term.) Credit: 2

ARH 300 The Age of Revolution

The Age of Revolution: This course discovers global developments in art 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 spring 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 even spring term.) Credit: 4

ARH 401 Seminar in Art History

Seminar in Art History: This seminar fosters advanced analysis of art historical time periods, idea 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 as needed.) 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. Progress on the thesis is presented at a mid-year thesis defense in December. The specific thesis topic is to be selected by the student in consultation with their art history advisor. Lab fee applies. Prerequisite: senior standing in the Art History, Gallery and Museum Practices 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 thesis is presented in a final defense in April. The specific thesis topic is to be selected by the student in consultation with their art history advisor. Lab fee applies. Prerequisites: ARH 402 and senior standing in the Arts History, Gallery and Museum Practices 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 or Museum Practicum

Gallery or Museum Practicum: Practical experience as a gallery assistant in the Department of Art, Design and Music. The curatorial practices involved in this course include activities that form part of the core function of galleries and museums, namely research (research, interpretation), collection management (documentation, conservation), and communication (exhibitions, education and public programming). May be repeated once for credit. Prerequisite: None. (Offered every term.) Credit: 2

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. This class fulfills the writing-intensive requirement for the major. Prerequisite: None. Lab fee applies. (Offered every fall term.) Credit: 4

ARL 200 Intro Arts Management and Business

Introduction to Arts Management and Business: 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 Social Practice

The Arts and Social Practice: 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 and Fundraising

Arts Development and Fundraising: 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: None. (Offered every even spring term.) Credit: 4

ARL 302 Arts and Entertainment Law

Arts and Entertainment 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, including intellectual property, entertainment and non-profit law, 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 and mid-year defense. 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 Management and Business 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 thesis and final defense 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 Management and Business 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 as needed.) Credit: 4

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 in the printmaking processes of Intaglio (etching and engraving), Woodcut and Letterpress. 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 offers instruction in advanced techniques as well as permits 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 a specialized area of studio art 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

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

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 or CHM 111. (Offered fall and spring 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 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 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. This course is designed for music therapy students. Lab fees apply. (Offered as needed.) Credit: 4

BIO 230 Intro to GIS

Introduction to GIS : 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 260 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 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 323 Quest UG Publication

QUEST Undergraduate Publication Course: This course invites students into the process of professional writing and editing for publication of the Queens undergraduate research journal. Drawing on the interdisciplinary nature of writing, research, and scholarship, this course offers a variety of disciplinary lenses by which to consider knowledge-making and knowledge-dissemination. Students will learn and discuss writing and editing as it applies to qualitative, quantitative, and rhetorical research. Additionally, students will obtain practical experience designing and producing the publication of an undergraduate research journal; participating in the peer review process based on editorial requirements; learning the fundamentals of disciplinary writing, copy-editing, and proofreading. (Offered every fall term.) Credits: 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 260 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 314, 320 or 321; MAT 130, MAT 131, MAT 260 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 260 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 260 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 415 Conservation & Sustainability Minor

Conservation and Sustainability Minor Culminating Experience: This experience is an opportunity to organize and synthesize the courses from within the conservation and sustainability minor and to apply them to real-world questions. Students will be asked to highlight specific information and approaches from the supporting courses in the minor. It is designed as the last experience in this minor. In order to successfully complete this course, all other courses in the minor must be met or in progress. Prerequisites or corequisites: Completion of all requirements in the conservation and sustainability minor. Credit: 0.

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 260 or QLC *60 Quantitative Literacy: Statistics; or permission of instructor. (Offered fall or spring term.) Credit: 4

BUS 101 Introduction to Business

Introduction to Business: This course introduces business terminology, functional business concepts, and the application of current business practices. Students will develop foundational business skills through activities based on the dynamics of current workplaces. Emphasis will be placed on the introduction and use of digital literacy skills and applications, including Microsoft Excel, to tackle real-world organizational challenges. Pre-requisites: None. (Offered Fall and Spring) Credit: 3.

BUS 105 Business Reporting Foundations

Business Reporting Foundations: This course is an experiential learning course that provides students with 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 before 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 218 Business Communication

Business Communication: This course focuses on the development and transmission of information within a business environment. It will include writing 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 225 Managing Information and Databases

Managing Information and Databases: This course is an investigation of information systems for decision-making within organizations. The course studies information systems from technical and behavioral perspectives and the changes information systems bring to organizations and management. The focus is on solving business problems using productivity tools such as Excel, spreadsheets, and databases. Prerequisites: BUS101; Recommended MAT112. (Offered Fall and Spring terms.) Credit: 3.

BUS 272 Personal Financial Planning

Personal Financial Planning: This course focuses on the key concepts, tools, and techniques of contemporary personal finance and will provide an overview of the investment process for personal wealth management. Students will assess the importance of the time value of money and analyze personal financial goals on topics including investments, loans and credit, cash management, insurance, taxes, and retirement planning. Prerequisites: None. (Offered fall and spring.) Credit: 3

BUS 300 Business Law and Ethics

Business Law and Ethics This course is an introduction to law emphasizing the legal and ethical rights and duties of the individual engaged in business. Topics discussed will include the role of the law on aspects of business ownership and management and examine decision-making frameworks within the ethical complexity of the legal environment. Prerequisite: Sophomore Standing. (Offered Fall and Spring) Credit: 3.

BUS 310 Business Analytics

Business Analytics: This course provides an overview of data analysis and management science concepts and techniques to support decision-making processes throughout the organization. Topics include reporting past performance to drive business planning, predicting the value of future market variables, and optimal decision-making under constrained

resources. The course includes the application of software with an emphasis on data visualization and advanced spreadsheet functions. Implementing analytics in a programming language, e.g., Python is a tenet of the course. Prerequisites: MAT 112, BUS 225. (Offered fall and spring 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 350 Operations/Supply Chain Management

Operations and Supply Chain Management: The course will examine the concepts, principles, designs, and techniques for effectively managing operations and the supply chain. This course explores the acquisition, development, and utilization of resources to deliver goods and services for the manufacturing and service sectors and improve the supply chain process. Topics include project management, forecasting, production, quality, supply chain management, and inventory along with MS Excel applications. Prerequisites: MAT 112, Recommended BUS 225. (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 how 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 current controversial legal issues in society that impact organizations. Students will engage in critical analysis and debate on the legal, ethical, economic, social, political, and constitutional impacts of the issues presented by each scenario. Topics may include the following issues: environmental, social, governance (ESG) and sustainability factors; human rights; healthcare; employment; international law; diversity, equity, and inclusion; sports and entertainment; political actions and policies; or social media and emerging technology. Prerequisites: Sophomore Status. (Offered Fall and Spring). 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 205. (Offered fall and spring terms.) Credit: 3

BUS 375 Databases-Data Analytics/Visual

Databases-Data Analytics/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 fundamental and best practices of data visualization analysis using a modern data visualization tool. Prerequisites: None. (Offered every spring term.) (Cross-listed with CDA 350). Credit 4.

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 as needed.) 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 458. Prerequisites: ECO 205. (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 454. Prerequisites: ECO 205, 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 cooperation. 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 supervision, 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: MGT 333, MKT 340, FIN 360 and senior standing. (Offered fall and spring terms.) Credit: 3

BUS 490 BA Capstone Experience

BA Capstone Experience. This course provides students with a culminating experience to integrate knowledge, insights, theory, and skills gained throughout their degree program and courses on an applied project. The course focuses on providing a strategic framework for assessing the opportunities and challenges for change aligned with real-world applications. Students will apply decision-making and creativity in working with others to demonstrate leadership competencies. Prerequisite: MGT345, MKT340, FIN360; 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 the 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

CDA 101 Intro to Data Analytics

Introduction to Data Analytics: Data Analytics is an interdisciplinary field including creation, storage, analysis, and communication of data. In this class, we will explore some of the core components of data analysis including: collecting data, retrieving data, framing questions about data, basic statistical analysis, and basic data visualization. We will

explore this through various activities and freely available datasets as well as through learning some of the basics of coding in R (an open source statistical program). A series of guest speakers from various fields will help you explore potential data focused careers. The class will finish with an applied data analysis project to combine and showcase skills you learn in this class. (Offered every term.) Credits: 2.

CDA 220 Data Literacy in Human Context

Data Literacy in Human Context: This course develops students' data literacy by exploring how humans create, analyze, understand, and share data. The course asks students to consider data in light of its full life cycle, from concept to message. Students build introductory skillsets in areas such as the rhetoric of data, data ethics, qualitative data analysis, and data visualization and accessibility. Prerequisite: None. (Offered every fall term.) Credit: 4

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 term.) Credit: 4

CDA 340 Analytics Models

Analytical Models: In this course students will learn, apply, and interpret both supervised and unsupervised data mining methods and models commonly used by data analysts. Students utilize Python to implement various models with an emphasis on developing a conceptual understanding of how these models operate, the real-world systems in which they are applied, and interpretation of their results. Key models covered in the course may include, but are not limited to, Naive Bayes, K-Nearest Neighbors, Cluster Analysis, and Logistic Regression. Prerequisite: CDA 250/PHY 351. (Offered every spring 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 term.) Credit: 4

CDA 460 Independent Study in Data Analytics

Independent Study in Data Analytics: Students may pursue an independent investigation under the direction of a faculty member. May be repeated for credit. Prerequisite: CDA 340 or CDA 350 and approval of program director. (Offered as needed.) Credit: 1-4.

CDA 490 Capstone-Senior Seminar

Capstone/Senior Seminar: This course provides a cumulative learning experience in the Data Analytics major. In the

capstone, students engage real-world data and projects provided by stakeholders from on campus and community partners to advance skills acquired during the major. Students complete the capstone course towards the end of the major to bring different learning experiences and problem-solving skills into team dynamics to solve meaningful problems. Analytical skill development will continue during the capstone by way of computer programming, statistical modelling, domain knowledge, and more. Prerequisite: Senior standing as a CDA major. (Offered every spring term.) Credit: 4.

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 121 Intro to Chemistry Seminar

Introduction to Chemistry Seminar: This course introduces first-year and transfer students to the Chemistry programs and the different career paths available for a chemistry or biochemistry major. Students will explore the different facets of their program and will have an opportunity to hear from alumni and others pursuing careers in various chemistry related fields. (Offered every fall term.) Credit: 1

CHM 300 Investigations in Chemistry

Investigations in Chemistry: This course introduces various forms of STEM technical writing and communication with a focus on research articles, proposals, and visuals. Students will develop basic skills necessary to read, analyze, and present scientific information through oral and written communication. This course fulfills the discipline specific writing intensive requirement. Prerequisite: CHM 111. Cross-listed with PHY 300. (Offered every spring term.) Credit: 4

CHM 303 Organic Chemistry I

Organic Chemistry I: An introduction to the properties, mechanistic 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 and separation 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: Mechanistic study of the reactivity of aromatic compounds and biologically important functional groups. Introduction to spectrometry 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 to organic qualitative analysis (IR, GC, NMR). 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 311 Foundations of Biochemistry

Foundations of Biochemistry: Biochemistry is the field that explores how life works at the level of molecules. Biochemists discover the chemistry of biological processes and apply their knowledge to fight diseases, grow food more efficiently, create new products or technologies, restore the environment, and more. This course gives students basic preparation in biochemistry. Through this course students will be able to explain the structure, function, and energy requirements (thermodynamics) of life's major biomolecules (DNA, RNA, proteins, carbohydrates, and lipids) and the major metabolic processes that power life (glycolysis, the citric acid cycle, and oxidative phosphorylation). Students will gain these skills through a mixture of reflective reading, lecture, in-class problem-solving, guided at-home exercises, and more. Prerequisites: CHM 303, BIO 201. (Offered every spring term.) Credit: 3

CHM 311 L Foundations of Biochemistry Lab

Foundations of Biochemistry Laboratory: Laboratory biochemistry helps us better fight diseases, grow food, create new products or technologies, restore the environment, fundamentally understand life, and more. Biochemistry lab research tests hypothesis about or uncovers the makeup of biological molecules, complexes, reactions, pathways, interactions, or processes. Biochemists often combine analytical or computational methods with methods using life's own biomolecules and processes, adapted to our advantage. This lab gives students experience in core biochemical techniques, such as PCR, cloning, gel electrophoresis, and enzyme kinetics, applied to a research question. In this course students will develop their lab "hands" and strengthen their scientific record keeping, reasoning, and data handling. Participation in this course will build the ability to apply techniques to concrete research goals and outcomes. Corequisite: CHM 311. (Offered every spring term.) Credit: 1

CHM 323 Quest UG Publication

QUEST Undergraduate Publication Course: This course invites students into the process of professional writing and editing for publication of the Queens undergraduate research journal. Drawing on the interdisciplinary nature of writing, research, and scholarship, this course offers a variety of

disciplinary lenses by which to consider knowledge-making and knowledge-dissemination. Students will learn and discuss writing and editing as it applies to qualitative, quantitative, and rhetorical research. Additionally, students will obtain practical experience designing and producing the publication of an undergraduate research journal; participating in the peer review process based on editorial requirements; learning the fundamentals of disciplinary writing, copy-editing, and proofreading. (Offered every fall term.) Credits: 4.

CHM 340 Topics in Chemistry

Topics in Chemistry: Selected topics offered as supplements to 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. Specific topics will be announced in advance. Examples include inorganic chemistry, instrumental analysis, environmental chemistry, and biomacromolecular chemistry. Prerequisite: CHM 112, CHM 112L. (Offered as needed.) Credit: 4

CHM 390 Topical Chemistry Research

Topical Chemistry Research: This course engages a group of students in project-based research aligned with the expertise of a faculty member. It delivers a hands-on experience of how to conduct a discipline-specific research investigation. The course is primarily lab-based with supplementary lessons. Students will learn to connect research questions to actions and experiments, gather and assess results, and communicate their findings. May be repeated for credit. Prerequisites: CHM 111, CHM 111L. Credit: 2

CHM 391 Chemistry Lab Assistant

Chemistry Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisites: 8 hours of chemistry (CHM 111 and 112) 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 412 Advanced Biochemistry

Advanced Biochemistry: Extends the basic biochemical concepts learned in Foundations of Biochemistry. Students will gain an ability to describe and connect additional biochemical pathways, for example gluconeogenesis, fatty acid metabolism, the pentose phosphate pathway, and nitrogen

cycling, and their important molecules (enzymes, cofactors, and pathway intermediates). Students will illustrate how proteins and nucleic acids bind to themselves or ligands through a thermodynamic lens. The course will also give practical knowledge of select biochemical techniques. These skills will be developed through a mixture of reflective reading, lecture, in-class problem-solving, guided at-home exercises, and more. Prerequisite: CHM 311, CHM311L. (Offered every even fall term.) Credit: 4

CHM 440 Advanced Topics in Chemistry

Advanced Topics in Chemistry: Selected topics offered as supplements to 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: CHM 303; MAT 130, MAT 131, MAT 260 or QLC *60 Quantitative Literacy: Statistics; or permission of instructor. (Offered fall or spring term.) Credit: 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

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 their 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, placement exam, 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, placement exam, 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, placement exam, 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

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 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

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. (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: None. (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 and representations of gender in the media. Prerequisite: None. (Offered every fall term.) 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 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: None. (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: None. (Offered every spring 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 or permission of the instructor. (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: None. (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 no more 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 fall and summer 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 summer 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 spring and summer.) 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 fall and spring 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 spring and summer 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 spring and summer 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 every fall term.) 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 as needed.) Credit: 3

COM 658 Creativity and Networks

Creativity and Networks. This course explores both traditional and contemporary approaches to innovation. Creativity, collaboration, and design are still essential, yet contemporary organizations are realizing the potential of new ways of thinking, such as distributed creativity 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 human-centered design, digital connection and dialogue, learning from failure, and storytelling. Prerequisite: COM 601. (Offered as needed) 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 fall and spring 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 spring and summer.) Credit: 3

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: None. (Offered as needed.) Credit: 4

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 as needed.) 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 as needed.) Credit: 3

ECO 205 Principles of Economics

Principles of Economics: This course introduces a broad range of micro and macroeconomic concepts, theories, and analytical techniques. Microeconomics components in the analysis of choices made by individual decision-making units (households and firms), will examine the concept of scarcity, opportunity cost, gains from trade, supply and demand, elasticities, and various models of competition. Macroeconomics components will examine determinants of large-scale economic factors, such as national production, employment, inflation, and interest rates, and the role of government policy on a modern market economy (Offered Fall and Spring) Credit: 4.

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 210, ECO 205. (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 how 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 205. (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: ECO205, BUS 365, and junior or senior standing. (Offered as needed.) Credit: 3

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: 1-4

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 placed 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 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 404 Vocabulary Instruction: This course examines curriculum, planning and development of skills relating to phonics and vocabulary instruction, reading, writing, and comprehension within the framework of the Foundations of Reading theory. Candidates develop an understanding of the English orthography while exploring effective ways to differentiate instruction to meet the needs of all students. A field experience is required. Prerequisite: Admission to the Teacher Education Program. Credit: 4

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. Prerequisites: EDU 570 and EDU 671. 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 study, and apply on the current research in these specific areas while completing a culminating project. Prerequisites: EDU 570, EDU 571, and EDU 572. 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. Prerequisites: EDU 581, EDU 582, EDU 583, EDU 584, and EDU 584, 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-Elem 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. Prerequisite: EDU 635. 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. Prerequisite: EDU 635. 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. Prerequisite: EDU 635. 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

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 Literary 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 Literary Studies. The course should be taken before or immediately after the declaration of the Literary Studies 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. Monsters, marvels, monarchs, heroes, villains—ENG 210 explores the roots of today's literature. ENG 210 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 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. Prerequisite: none. Credit: 4. (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. Prerequisite: none. Credit: 4. (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/decolonization, 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 topics. 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. ENG 313 assesses Shakespeare's 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: 1-4

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 323 QUEST UG Publication

QUEST Undergraduate Publication Course: This course invites students into the process of professional writing and editing for publication of the Queens undergraduate research journal. Drawing on the interdisciplinary nature of writing, research, and scholarship, this course offers a variety of disciplinary lenses by which to consider knowledge-making and knowledge-dissemination. Students will learn and discuss writing and editing as it applies to qualitative, quantitative, and rhetorical research. Additionally, students will obtain practical experience designing and producing the publication of an undergraduate research journal; participating in the peer review process based on editorial requirements; learning the fundamentals of disciplinary writing, copy-editing, and

proofreading. (Offered every fall term.) Credits: 4.

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 topics. 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, and 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, and 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

Independent Study: Independent study of a topic in professional writing, rhetoric, 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

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. Graded pass/no record. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (Offered in the fall term.) Credit: 4

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. Graded: Pass/fail. (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. Graded pass/no record. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded pass/no record. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (Offered in the fall term.) Credit: 4

ENG 526 Creative Nonfiction 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. Graded: Pass/fail. (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. Graded pass/no record. (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 532/534/536 are 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 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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded pass/no record. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (Offered in the spring term.) Credit: 4

ENG 659 Gateway IV: Teaching Creative Writing

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. Graded: Pass/fail. (Offered in the fall term.) Credit: 4

ENG 660 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 and 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. The content of this course is offered as a part of the residency experience. Graded pass/no record. (Offered in the spring and summer terms.) 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 considerations of a book-length work or complete stage- or screenplay, and to train students in the teaching of creative writing. Part of the Gateway series aimed at the professional development of creative writers. The content of

this course is offered as a part of the residency experiences. Graded pass/no record. (Offered in the spring and summer terms.) Credit: 0

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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded: Pass/fail. (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. Graded pass/no record. (Offered every summer.) 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.) Graded: 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.) Graded: Pass/fail. Credit: 4

FIN 360 Principles of Corporate Finance

Principles of Corporate Finance: This course introduces the basic concepts, principles and analytical techniques of corporate financial management. Topics include financial ratio 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 firm

value in a risk-return framework. Prerequisites: ACC210, ECO205. (Offered fall, spring, and summer.) 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 area 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

FNA 601 Finance & Analytics Residency I

Finance & Analytics Residency I: This residency is a required 3-day session held in Charlotte, NC. The purpose of this residency is to provide students with essential skills for financial analytics professionals and to launch students into the MSFA program. Active learning experiences will define the residency. These experiences include team-building, career development, technology readiness, and a foundational knowledge review. Credit: 0

FNA 602 Finance/Analytics Residency II

Finance & Analytics Residency II: This residency is a required 1.5-day session held in Charlotte, NC. The purpose of this residency is to further develop the professional readiness of our students. Active learning experiences will include leadership development, mock interviews, problem-solving cases, and alumni networking. Prerequisite: FNA 601. Credit =

0.

FNA 631 Principles of Data Analytics

Principles of Data Analytics: This course demonstrates the application of data analytics principles in the financial services industry. Special emphasis will be on generating descriptive analytics – including univariate and bivariate statistics, visualizations, and descriptive data mining – to gain insights and make better decisions. Computer programming and data visualization software are used throughout the class. Prerequisite: Admission to MSFA Program. Credit: 3

FNA 632 Economics and Financial Forecasting

Economic and Financial Forecasting: This is a course on forecasting methods and their applications in economics and finance. Students will be introduced to regression methods from time series analysis illustrated using a variety of real data sets. At the end of the course students should be able to go through the cycle of proposing a model, carrying out diagnostic tests, and revising the model. Prerequisite: FNA 631. Credit: 3

FNA 633 Data Foundations for Analytics

Data Foundations for Analytics: This course will explore the concepts and practical skills associated with acquiring, cleaning, transforming and validating data in a financial analytics environment. Students will learn to identify and prioritize data needs and sources as part of the problem framing process including translating a given business process into an analytic solution, storing and accessing (large) data, dealing with missing data and/or messy data. Software skills: data queries, database management systems, data automation, and data transformation. Prerequisite: FNA 631. Credit: 3

FNA 634 Machine Learning and AI

Machine Learning and AI: This course will cover fundamental machine learning models used to solve financial problems and improve business decisions. The course will cover supervised (predictive), unsupervised (descriptive) and reinforcement learning models. Particular attention will be given to understanding the machine learning process including data collection, data wrangling, model building, model evaluation and model deployment. Software: cloud-based analytics services, and computer programming. Prerequisite: FNA 631. Credit: 3

FNA 635 Financial Modeling in Excel

Financial Modeling in Excel: This course is designed to equip students with the skills and knowledge necessary to create comprehensive financial models using Microsoft Excel. Through a combination of theoretical concepts and practical hands-on exercises, students will learn to build dynamic financial models, perform advanced financial analysis, apply different valuation techniques and make informed financial projections. Other topics include assessment of an organization's financial position, the analysis of risk and reward, capital budgeting techniques, capital structure on firm value, cost of capital. Prerequisite: Admission to MSFA Program. Credit 3.

FNA 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. Cross-listed with MBA 662. Prerequisite: FNA 635. Credit: 3.

FNA 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. Cross-listed with MBA 663. Prerequisite: FNA 635. Credit: 3

FNA 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. Cross-listed with MBA 664. Prerequisites: FNA 635. Credit: 3

FNA 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. Cross-listed with MBA 665. Prerequisite: FNA 635. Credit: 3.

FNA 667 Financial Institutions and Fintech

Financial Institutions & Fintech: This course studies the fundamental principles that govern the Federal Reserve, the behavior of financial intermediaries and the various risks that different types of institutions encounter in their operations as well as how these institutions manage these risks. We will also analyze how digital transformation is impacting organizational structures, market structure, participants, regulation as well as the dynamics of change being brought about by FinTech. Topics include blockchains, cryptocurrencies, AI in the finance industry, and fintech in electronic payments and the internet of things. Prerequisite: Admission to MSFA program. Credit: 3

FNA 670 Industry Practicum

Industry Practicum: This course is a capstone course for the MSFA program. The course utilizes an integrative team project that gives students an opportunity to demonstrate an understanding of the core competencies taught throughout the program and apply them to industry project in the financial

services industry. Prerequisite: FNA 602, FNA 632, FNA 633, FNA 634, FNA 635, FNA 663, FNA 665, and FNA 667. Credit: 3

FNA 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 program must approve a course plan. The internship may not exceed 20 hours per week and may not be completed in the eight-week format. This course may be repeated for up to 6 credits. Prerequisites: Completed at least 6 credits in the degree and maintained a 3.0 or higher GPA. Credit: 1-3.

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: Grammar and Conversation. This course provides a review and expansion of the essential skills of the French language. Through the use of literature, history and culture of the countries where French is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. 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. (Offered every fall term.) Credit: 4

FRN 230 Intermediate French II

Intermediate French II: Written Expression and Reading Comprehension. This course provides a review and expansion of the essential skills of the French language. Through the use of literature, history and culture of the countries where French is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. 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. (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, placement exam, or 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, FRN 230, placement exam, 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, FRN 230, placement exam, 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, FRN 230, placement exam, 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, FRN 230, placement exam, 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, FRN 230, placement exam, 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, FRN 230, placement exam, 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, FRN 230, placement exam, or permission of instructor. (Offered as needed.) Credit: 1-4

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

GDN 100 Creativity and Design Thinking

Creativity and Design Thinking: This course introduces rapid sketching and ideation strategies, emphasizing conceptual visual problem solving and methods to portray ideas with intent. Students will produce illustrations and drawings in both black and white and color, utilizing multiple techniques, media, and substrates. 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. Students must earn a grade of C or higher in this course to move forward in the program. No prerequisite. (Offered every fall) 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 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 Typography

Typography: This intermediate course critically examines traditional and digital typography as glyph, word, symbol and form. Students will explore origins of typefaces, typesetting and information hierarchy, and fundamental and experimental typographic techniques within graphic design. Projects will range from minimal type treatments to the creation and publishing of an original typeface. 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 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 110 or permission of director. (Offered every spring) Credit: 4

GDN 215 Editorial Design

Editorial Design: This course focuses on design, layout and production of information for print and digital platforms. Students will learn how to coordinate imagery and typography with content in static and interactive environments. Prerequisite: GDN 212. (Offered every spring) Credit: 4.

GDN 220 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. No prerequisite. (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 212. (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 212 (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 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 213 or

permission of director. 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 310 or junior standing. (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 the Graphic Design faculty member teaching Capstone I. Students must earn a grade of C or higher in this course to move forward in the program. Prerequisite: GDN 310. (Offered every fall) 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.

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 202 Concepts in Digital Healthcare

Concepts in Digital Healthcare: This course introduces students to the emerging field of digital health and explores integral concepts and definitions in digital health using real world case studies to provide an in-depth analysis of digital health applications. Topics will include emerging healthcare technologies, Internet of Medical Things, telemedicine, machine learning, big data analytics & artificial intelligence, security and privacy issues, clinical decision support systems, and consumer health informatics and more. Students will learn how these topics influence the delivery of healthcare both clinically and administratively. Students in this course will also explore future considerations for digital health. (Offered Fall Semester) Credits 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-competences. 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

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 current students or students with transfer credit 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. Pre-requisite: QEN 101 or equivalent. 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

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 every spring term.) 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.

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: From the Renaissance to the present, Europe transformed from a minor region to a global power. This course will explore the process of that transformation. It will emphasize cultural changes in Europe as well as the role of interactions around the globe—including the exploitation of indigenous populations—in that transformation. 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 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 in spring semesters as needed.) 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 295 Crusades and Holy Wars

Crusades and Holy Wars: Premodern Religious Violence: This course will explore religious violence in different contexts in the European and Mediterranean worlds from the late 11th century to the 16th century. The class will examine four experiences: the crusades between Christian armies of Europe and Muslim states in the Holy Lands, the inquisition against the Cathars in 13th and 14th century France, popular violence during the French Wars of Religion in the sixteenth century, and the Christian-Muslim Mediterranean frontier of the sixteenth century. The class will focus on what qualifies for religious violence, the sorts of conditions that produced it, and how the violence was resolved. No prerequisite. (Offered every other even spring semester.) Credit: 4

HST 298 Bones of the Nation

Bones of the 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 other spring semester.) Credit: 4

HST 306 Digital History

Digital History: HST 306 equips students with digital tools for historical research. Students explore a range of techniques to complement traditional methods of historical analysis, including the generation of chronological and geocoded data, data mining, and textual analysis. Students apply these skills in the production and visualization of original historical content in a variety of digital formats. Prerequisites: None. (Offered every fall as needed.) Credit: 4

HST 307 Applied Historical 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 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 & 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 355 World at War

The World at War: This course explores changes in war, state, and society brought about by the Great War, the Russian Revolution, and the Second World War. While the course focuses on Europe, it also deals with the broader impact of these wars across the globe. Students will discuss changing social mores, political and economic ideologies, and genocides that resulted from these wars. 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 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

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, paraline, 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 and advanced illustration and rendering techniques to refine presentation drawings, layouts, and visual compositions. A grade of C or higher must be earned in this course. Prerequisite: IAD 121. (Offered every spring term.) Credit: 4

IAD 223 Intro to Computer Aided Design

Introduction to Computer Aided Design: How does the designer use the computer to communicate ideas, and concepts, and represent the environment accurately and impactfully? 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 developing 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 324 Adv Computer Aided Design

Advanced Computer-Aided Design: This course further continues the development of principles, methods, and digital production skills learned in Introduction to Computer-Aided Design, introducing building information management concepts, advanced modeling, and creating custom systems, as well as digital workflows used to create advanced rendering, presentation, and technical documents. Prerequisite: IAD 223, IAD 231, (Offered every fall term.) Credit: 4

IAD 332 Environmental Ergonomics I

Environmental Ergonomics I: What affects 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 the basic elements of the building shell, a series of exercises explores the relationship between construction systems, codes and standards, area measurement, and the specification of equipment and fixtures for electrical systems and lighting fundamentals. 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, beginning with a focus on the aesthetic and practical applications of lighting design, then continuing onto 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, basic business practices, and accessibility issues in the home while continuing the creative development of one's 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, interior, furnishing, and material culture changes 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 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 focusing on the production of contracts and construction documents for interior service and 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, education, 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 452 Interior Architecture/Design Assist

Interior Architecture and Design Assistant: Practical experience 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 on 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, move through the design process, seek feedback from consultants, and present their capstone project to peers, faculty, and industry professionals. Prerequisites: IAD 433, IAD 455. (Offered every spring term.) Credit: 4

IAD 460 Professional Practice of IAD

Professional Practice of Interior Architecture and Design: What can you expect working in the profession? What theories, beliefs, views and feelings might you have as you enter the work force? This course analyses business and legal aspects of interior design practice by focusing on individual philosophies, introduction to Interior Design and project management, discussions on marketing, financial and personnel matters. Additionally, this course seeks to explore the ethical, legal, and business practices encountered throughout a project's life-cycle. (seminar and lecture) Prerequisites: Complete one of the following: ARH 200, ARH 201, ARH 202, or ARH 203. (Offered every spring term.) Credit: 2.

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

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

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 internship work in order to make connections between the workplace, industry trends and professional development. 86 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 internship work in order to further connections between the workplace, industry trends and professional development. 86 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 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 internship work in order to further their connections between the workplace, industry trends and professional development. 43 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 internship work in order to make connections between the workplace, industry trends and professional development. 43 hours 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

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 323 Quest UG Publication

QUEST Undergraduate Publication Course: This course invites students into the process of professional writing and editing for publication of the Queens undergraduate research journal. Drawing on the interdisciplinary nature of writing, research, and scholarship, this course offers a variety of disciplinary lenses by which to consider knowledge-making and knowledge-dissemination. Students will learn and discuss writing and editing as it applies to qualitative, quantitative, and rhetorical research. Additionally, students will obtain practical experience designing and producing the publication of an undergraduate research journal; participating in the peer review process based on editorial requirements; learning the fundamentals of disciplinary writing, copy-editing, and proofreading. (Offered every fall term.) Credits: 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

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

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. Prerequisites: LNG 220, LNG 230, placement exam or permission of instructor. (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

MAT 111 Business Calculus

Business Calculus: This course is designed to develop students' quantitative literacy skills by studying real-world mathematical problems in a variety of business contexts. Students will gain an in-depth knowledge of algebraic functions and an introduction to the calculus concepts of differentiation and integration for application in business settings. Emphasis is on identifying, building, and communicating the results of mathematical models using algebraic and calculus tools. Applications include, but are not limited to, marginal analysis, optimization, and continuous income streams. Prerequisite: None. (Offered every fall and spring terms.) Credit: 3

MAT 112 Business Statistics

Business Statistics: This course is designed to develop students' statistical skills for business applications. Topics include graphical methods of descriptive statistics, random variables, probability distributions, Central Limit Theorem, confidence intervals, one-sample, and two-sample hypothesis tests for mean and proportion, Chi-Square test, correlation, least-squares regression, and Analysis of Variance. Use of Excel will be emphasized. Special focus will be placed on critical thinking about statistics and understanding concepts. (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 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 255 Mathematics of Games

Mathematics of Games: Games and puzzles have been part of human civilization for thousands of years. They strengthen our mental and physical skills while engaging our innate sense of curiosity and competitiveness. From Poker, to Yahtzee, to Sudoku, most games and puzzles have one thing in common: they are overwhelmingly based on the principles of mathematics. In this course, we will examine the mathematical principles underlying a variety of games and puzzles found throughout human history. We will apply a mathematical lens to both probability and non-probability-based games and puzzles in order to understand how rules function within a game and to help determine winning strategies of play. Prerequisite: None. (Offered odd spring terms.) Credits: 4.

MAT 260 Statistics with R

An in-depth introduction to analyzing numerical data generated through research. Students will learn data description, the basics of probability, estimation, and hypothesis testing. Emphasis will be on an intuitive understanding of statistical formulae and models, and on their practical application. Basic statistical computing skills will be developed using the R programming language. Recommended for students in all majors/programs pursuing careers or graduate programs with a substantial quantitative component. Prerequisite: none. May not be taken for credit with MAT 112, MAT 130, MAT 131, or QLC x60 (statistics based). (Offered every Fall 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 210. (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 210. (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 220. (Offered odd spring terms) Credit: 4

MAT 360 Statistical Modeling

An advanced statistics course focused on the modeling process, from model selection and building to communication of results. Students will generate models using a variety of statistical techniques, including data visualization, advanced topics in ANOVA and regression, and multivariable methods. Statistical computing skills will be further developed using the R programming language. Together with MAT 260, recommended for students in all majors/programs pursuing careers or graduate programs with a substantial quantitative component. Prerequisite: MAT 260 or permission of department. (Offered every Spring term.) 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 220. (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

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 603 MBA Residency

MBA Residency: This residency is a required session held either in Charlotte, NC or virtually. The purpose of this residency is to provide students with active learning experiences centered around career preparedness, professional communication and networking. The course may be repeated up to 6 times. Credit: 0.

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: None. 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 Leading and Managing Organizations

Leading and Managing Organizations: 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. Prerequisite: None. Credit: 3

MBA 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

MBA 625 Marketing Management

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

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: none. 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: none. 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: none. 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 649 Inclusion & Engagement in Orgs

Inclusion & Engagement in Organizations: This course is designed to provide business professionals with the skills required to effectively develop, manage and lead an inclusive and engaged workforce in the 21st century. A review of human differences provides a basis for understanding the causes of prejudice, stereotypes, discrimination, unconscious bias, privilege, inequity, intersectionality, etc. An analysis of the different eras of workplace diversity (early years, value diversity era and the third era) illustrates the developments which have taken place. The course utilizes applied activities to evaluate current practices and develop the skills required to design inclusive work environments, facilitate constructive dialogue, address microaggressions, promote psychological safety and adapt communication styles to foster engagement. Last, the course will explore inclusive leadership strategies that promote a sense of belonging, enhance employee satisfaction, improve employee retention, engagement and organizational effectiveness. Students are advised to complete Understanding Social Identities (TOD 622/MBA 622) and/or Cross Cultural Management (MBA 693/TOD 624) prior to enrolling in this course. Cross-listed with TOD 649. Prerequisites: None

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 651 Stakeholder/Client/Relationship Mgt

Stakeholder, Client, and Relationship Management: This course is designed to provide professionals with the knowledge, skills, and tools to effectively work with others, both inside and outside of their organization. Students will engage in a host of micro and macro business processes, including stakeholder identification, persona analysis, stakeholder management, and stakeholder engagement. The course topics include emotional intelligence, communication

styles, interpersonal skills, and an audience-focused approach. Cross-listed with TOD 651. Prerequisites: None.

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 660 Strategic Leadership

Strategic Leadership: 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, 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. Prerequisite: MBA 635. 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 the foundational disciplines on which the practice of coaching is based and the applicable theories and methods. Students will engage with key theories and methods while gaining practical coaching skills, including contracting, active listening, powerful questioning, goal setting, and action design. Additionally, the course includes writing coaching agreements and emphasizes ethical practices in coaching. Cross-listed with TOD 625. Prerequisite: None. Credit: 3

MBA 673 Advanced Coaching Theories

Advanced Coaching Theories: This course is dedicated to the development of advanced coaching skills, allowing students to enhance their expertise through both in-class and practical, real-world practice. Emphasizing the alignment of these skills with the International Coaching Federation (ICF) competencies, this course prepares students for the ICF credentialing assessment. By the end of the course, students will have a deep understanding of advanced coaching techniques and be well-equipped for certification. Cross-listed with TOD 634. Prerequisite: MBA 672. Credit: 3

MBA 674 Coaching Practicum

Coaching Practicum: This course offers students the opportunity to engage in hands-on coaching experiences in real-world settings. Students will work independently with a client to deliver an intensive coaching consultation, applying their knowledge and skills in a practical context. Additionally, the course will focus on developing group coaching techniques, allowing students to refine their ability to facilitate coaching in both one-on-one and group environments. By the end of the course, students will have gained valuable experience and insights into the dynamics of coaching in various contexts. Students may repeat the course up to three times, if desired. Cross-listed with TOD 636. Prerequisite: 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, onboarding, 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 Leadership Skills & Techniques

Leadership Skills and Techniques: This course provides knowledge and skills to be effective leaders and managers in the evolution of successful organizations. Students examine a wide-range of leadership theories and practices to analyze and lead today's successful companies and teams, such as political acumen, crisis management, leadership styles, strategic planning and conflict resolution and negotiation.

Additionally, students determine key factors involved in sustaining organizations. Cross-listed with TOD 650.
Prerequisite: None. 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 MBA 681. 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: none.
Credit: 3

MBA 688 Global Business Strategy

Global Business Strategy : This course addresses 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: none. Recommended: MBA 640 and MBA 660. 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 McColl School must approve an internship placement. 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. 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 694 Innovation, Change, Entrepreneur

Innovation, Change & Entrepreneurship: This course provides a comprehensive theoretical grounding and a practical toolkit to effectively manage startups and entrepreneurial teams within dynamic and innovative settings. The subject matter encompasses the recognition and assessment of opportunities, initiation strategies for startups, determining the value of a business, crafting comprehensive business plans, attracting key stakeholders, securing funding for the venture, overseeing the expansion of the business, and devising exit strategies. Real-world insight is offered through case studies and guest presentations by entrepreneurs and venture capital partners. Prerequisite: MBA 687. 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

MGT 213 Developing Entrepreneurial Mindset

Developing Entrepreneurial Mindset: This course is designed to equip students with the essential mindset necessary to thrive in today's dynamic business landscape. Throughout the course, students will explore various facets of entrepreneurial thinking, including identifying opportunities, overcoming challenges, and driving innovation across diverse contexts for change. Students will hone their problem-solving, creativity, and critical thinking abilities by actively participating in experiential and collaborative activities, engaging in thought-provoking discussions with peers and guest speakers, and assessing real-world challenges. Prerequisite: None (Offered Fall/Spring) Credit: 3

MGT 313 Ent: Crafting a Business Plan

Ent: Crafting a Business Plan: This course provides a comprehensive exploration of entrepreneurship by analyzing market dynamics toward developing an effective business plan. Through a blend of theoretical frameworks and practical applications, students will learn to capitalize on opportunities, create unique value propositions, and design actionable plans for successful ventures. The course equips students with the skills to start, manage, and grow businesses, emphasizing critical elements like market analysis, financial projections, and marketing strategies while integrating theory with real-world examples. Prerequisite: MGT213. (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.) that will affect the personnel function are considered. Prerequisite: None. (Offered as needed.) 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 as 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 and Organizations

Leadership & Organizations: 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 leadership styles. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and the development of skills to enhance their leadership effectiveness in various settings. Prerequisite: Junior Status. (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 multicultural business environments. The course will focus on developing intercultural intelligence

(interpersonal approaches and skills) for managing the overall global economy. Topics covered will examine the meaning and dimensions of culture, comparative international management and leadership styles, and 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 the decision. Students are armed with a weighted decision-making approach, which allows for the 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 333 or MGT 345 (Offered as needed.) Credit: 3

MGT 385 Leading Change/Managing Human

Leading Change and Developing Talent in Organizations: This course focuses on application and alignment of human resource practices, policies, programs and strategies within organizations. It 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. Emphasis is placed on current trends and research related to the various aspects of the human resource development function. Prerequisites: MGT 333 or MGT 345. (Offered every Fall 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: Entrepren/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 fieldwork that provides opportunities to witness the principle in action within a local Charlotte business. Prerequisite: MGT 313. (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 313. 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 move their businesses forward. Prerequisite: MGT 313. (Offered every spring term.) Credit: 3.

MGT 468 Topics: Applications in HR Mgmt

Topics: Applications in HR Mgmt: This course focuses on timely and relevant topics in human resource management. Analysis and application of the latest economic, technological, global, and workforce trends that impact HRM practices are included. The areas of study are determined each semester by the instructor offering the course. The course topics may vary per semester. Prerequisite: Junior Standing, MGT 333 or MGT 345. (Offered as needed.) Credit: 3.

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

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 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 implications of international culture, legal, and currency effects. The course will focus on international strategic marketing decisions. Prerequisites: MKT 340 and BUS 365. (Offered every spring term.) Credit: 3

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. This course 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

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, sound, and electronic media organization by applying skills learned in course in hands-on production assignments and workshops. Prerequisite: None. (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 University News Service and learn 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 still photos. (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.

MMS 304 Post-Production: Theory/Practice

This practice-heavy editing course will provide the opportunity to obtain skills and knowledge that will prepare students for entry-level post-production work in the multimedia industry including video/audio journalism, documentary, and narrative filmmaking. By participating in required screenings and discussions, students will develop analytical skills by analyzing award-winning television shows, narratives, and documentary films. In turn, students will identify the best post-production practices and conventions; then apply those conventions in their project-based editing assignments. The required screenings will not only touch on award-winning productions, but historical and classical films that were innovative, controversial, and broke the rules. Prerequisites: MMS 210. (Offered every fall term.) Credit: 4.

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 or COM 101. (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

or COM 101. (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: COM 101 or MMS 101. (Offered every spring term.) Credit: 4

MMS 334 Audio for Multimedia Production

This audio production course will introduce students to the skills and knowledge needed to create professional quality audio for a variety of media formats, including video/audio journalism, documentary, podcasts, and narrative media. Students will develop an understanding of the physics of audio and practice appropriate techniques for sound gathering, sound recording, and sound editing. Students will identify the practices and conventions for sound design and apply these conventions in a series of project-based production assignments. Prerequisites: MMS 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: COM 101 or MMS 101. (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 or with instructor permission. (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, Fair Use and copyright laws 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 210 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 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: MMS 210. (Offered every spring semester.) Credit: 4

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 Techniques for Music Therapy 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 Techniques for Music Therapy 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 Tech for Music Therapy

Percussion Techniques for Music 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 for MTH III

Applied Techniques for Music Therapy 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 fall term). Credit: 2

MTH 322 Applied Techniques for MTH IV

Applied Techniques for Music Therapy 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 fall 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 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

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, internal 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 108 Ear Training I

Ear Training I: Ear Training I will introduce the fundamentals of sight singing, interval identification, and dictation. This course is the first of a four-semester sequence for all music majors and a requirement for the music minor. Prerequisite: None. (Offered every fall term.) Credit: 1.

MUS 109 Music Theory I

Music Theory I: Music Theory I 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. This course is the first of a four-semester sequence for all music majors and a requirement for the music minor. Prerequisite: None. (Offered every fall term.) Credit: 3.

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: Individual instruction for non-music majors and non-minors. Course fees apply. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 D Applied Music--Percussion

Applied Music--Percussion: Individual instruction for non-music majors and non-minors. Course fees apply. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 G Applied Music--Guitar

Applied Music--Guitar: Individual instruction for non-music majors and non-minors. Course fees apply. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 H Applied Music--Harp

Applied Music--Harp: Individual instruction for non-music majors and non-minors. Course fee applies. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 O Applied Music--Organ

Applied Music--Organ: Individual instruction for non-music majors and non-minors. Course fee applies. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 P Applied Music--Piano

Applied Music--Piano: Individual instruction for non-music majors and non-minors. Course fee applies. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 S Applied Music--Strings

Applied Music--Strings: Individual instruction for non-music majors and non-minors. Course fee applies. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 V Applied Music--Voice

Applied Music--Voice: Individual instruction for non-music majors and non-minors. Course fee applies. Repeatable for a total of 16 hrs. (Offered every fall and spring terms) Credit: 1-2

MUS 161 W Applied Music--Wind Instrument

Applied Music--Wind: Individual instruction for non-music majors and non-minors. Course fee applies. Repeatable for a total of 16 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 Queens Chamber Orchestra

Queens Chamber Orchestra: The large instrumental ensemble for the Music program. Performing music in the Western Classical Music tradition while promoting the works of other diverse cultures. Regularly collaborating with community partners. Open to all qualified students and community members who complete a placement audition with the co-directors of the class prior to the add/drop deadline each semester. Repeatable for a total of 8 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 Royal Voices of Charlotte

Royal Voices of Charlotte: 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, spring, and summer 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 208 Ear Training III

Ear Training III: continuation of MUS 110. 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 110. (Offered every fall term.) Credit: 1.

MUS 209 Music Theory III

Music Theory III: continuation of MUS 111. 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. This course is intended for music majors, as part of a

four-semester sequence. Prerequisite: MUS 111. (Offered every fall term.) Credit: 3.

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 M Applied Music - Advanced Conducting

Advanced Conducting: Private instruction in conducting instrumental or choral ensembles. Prerequisite: MUS 310. (Offered every fall and spring term.) Credits: 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

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 as needed.) 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 the RN-MSN program. (Offered every Fall) Credits: 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 as needed.) 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 as needed.) 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 as needed.) 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 as needed.) 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 as needed.) 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 as needed.) 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 as needed.) Credit: 3

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 302 C Clinical-Fundamentals of Nursing

NUR 302 C Clinical: Fundamentals of Nursing. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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

Comprehensive Health Assessment: Comprehensive Health Assessment: Provide theoretical and laboratory experience opportunities for students to implement assessment strategies which determine the health of clients across the lifespan. This class will use clinical practice hours in the simulation center. Class 3 hours per week. Clinical lab 15 hours per semester. Prerequisites: BIO 120, BIO 213, BIO 214. Corequisites: NUR 302, NUR 303. (Offered every term.) Credit: 4

NUR 304 L Lab--Comp Health Assessment

Lab--Comprehensive Health Assessment. Credit: 0.

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 Nrs 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 310 L Clinical-Medical Surgical Nursing I

NUR 310 C Clinical- Medical Surgical Nursing I. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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 45 hours per semester. Prerequisites: NUR 302, NUR 303, NUR 304. Corequisites: NUR 310, NUR 311 (Offered every fall and spring term). Credit: 4

NUR 312 L Clinical-Mental Health Nursing

NUR 312 C Clinical- Mental Health Nursing. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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: 2-4.

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 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 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 402 C Clinical--Pediatric Nursing

NUR 402 C Clinical - Pediatric Nursing. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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 403 C Clinical-Women's Health

NUR 403 C Clinical- Women's Health. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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. Prerequisites: 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. Prerequisites: NUR 402, NUR 403, NUR 404. Corequisites: NUR 411, NUR 412. (Offered every fall and spring term). Credit: 8

NUR 410 C Clinical--Medical Surgical Nursing

NUR 410 C Clinical- Medical Surgical Nursing II. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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 411 C Clinical--Community Health Nursing

NUR 411 C Clinical- Community Health Nursing. Clinical grade of pass/fail is accounted for in the course grade. Credit: 0

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 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 Fall.) Credits: 3.

NUR 615 Teaching, Learning, and Evaluation
Teaching, Learning & Evaluation: This course examines the process of curriculum development in academic and practice settings. Theoretical and evidence-based foundations of teaching, learning, and assessment for multiple learning styles. (Offered every term.) Credits: 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: Completion of core courses. (Offered at least twice per academic year.) (50 clinical hours/precepted) Credit: 3

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: Completion of core courses. (Offered at least twice per academic year) (50 clinical hours/precepted) Credit: 3

NUR 654 Clinical Nurse Leader Practicum
Clinical Nurse Leader Reidency: 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/precepted.) Prerequisites: Completion of core courses. (Offered at least twice per academic year.) Course to be last offered Spring 2025. 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.) (50 clinical hours) Credit: 3

NUR 660 Healthcare Project Management
Healthcare Project Management: This course examines integration of systems, data warehousing, technical standards, archiving principles, backup processes, analysis, decision support systems, and project planning in varied environments.. (50 clinical hours) Credits: 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. 50 clinical hours. (Offered at least twice per academic year.) (50 clinical hours) 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: Completion of core courses (Offered at least twice per academic year.) (50 Clinical Hours)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 Practicum

Nurse Administrator Practicum: This course is an immersion experience during which students implement the nurse administrator role. Pre-requisite NUR 666 or NUR660 . (16 week course with 225 hours of clinical). (Offered at least twice per academic year.) Credit: 4 NUR 667 will require 225 hours of clinical (Credit: 5 hrs.)

NUR 668 Nurse Educator Practicum

Nurse Educator Practicum: This course is an immersion experience during which students implement the nurse educator role. Prerequisites: NUR 664 (16 week course with 225 hours of clinical). (Offered at least twice per academic year.) Credit: 4 (Credit: 5 hrs.)

NUR 669 Nursing Informatics Practicum

Nursing Informatics Practicum: This course is an immersion experience during which students implement the nurse informaticist role. Prerequisites: NUR 666 or NUR 660 (16 week course with 225 hours of clinical). (Offered until Summer 2025.) 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 until Spring 2025.) Credit: 2

NUR 672 Clinical Nurse Leader Practicum A

Certified Nurse Leader (CNL) Practicum A: This course is an immersion experience during which students implement the CNL role. Prerequisite NUR 652 and NUR 653. (150 Clinical hours/precepted) Credits: 3.

NUR 673 Clinical Nurse Leader Practicum B

Certified Nurse Leader (CNL) Practicum B: This course is a continuation of the immersion experience during which students implement the CNL role. Prerequisite NUR 672. (150 Clinical hours/precepted) Credits: 3

NUR 674 Nurse Administrator Practicum A

Nurse Administrator Practicum A: This course is an immersion experience during which students implement the nurse administrator role. Prerequisite NUR 660. (150 Clinical hours/precepted) Credits: 3.

NUR 675 Nurse Administrator Practicum B

Nurse Administrator Practicum B: This course is a continuation of the immersion experience during which students implement the nurse administrator role. Prerequisite NUR 674. (150 Clinical hours/precepted) Credits: 3

NUR 678 Nursing Informatics Practicum A

Nursing Informatics Practicum A: This course is an immersive experience during which students implement the informaticist role. Prerequisite NUR 660. (150 Clinical hours/precepted) Credits: 3

NUR 679 Nursing Informatics Practicum B

Nursing informatics Practicum B: This course is a continuation of the immersion experience during which students implement the informaticist role. Prerequisite NUR 678. (150 Clinical hours/precepted) Credits: 3

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

PHL 110 Introduction to Philosophy

Introduction to Philosophy: Introductory study of the perennial questions of philosophy and the various methods by which ancient, medieval, and contemporary philosophers have attempted to answer them. (Offered as needed.) Credit: 4

PHL 120 Philosophy Through Film

Philosophy Through Film: This course investigates philosophical issues raised by thought-provoking films. Possible topics include: machine intelligence in Blade Runner, personal identity in Memento, ethics of love in Vertigo, sociopolitical philosophy in Fight Club, and feminist philosophy in Talk to Her. Students learn to thoughtfully engage film and to extend their insights to their daily lives. (Offered every fall term) 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

ethics, law, politics, and philosophy. Emphasis is placed on developing tools of logical analysis essential for creating and critiquing arguments. (Offered every spring term). Credit: 4

PHL 310 Biomedical Ethics

Biomedical Ethics: This course teaches students how to identify, analyze, research, and debate complex ethical issues. It examines key ideas from ethical theory and applies them to pressing healthcare issues such as genetic engineering, neuroethics, physician assisted suicide, and the allocation of scarce medical resources. Though the focus is on healthcare, the concepts and methods studied in the course are applicable to many professions and, more generally, personal life. (Offered every fall term). Credit: 4

PHL 311 Clinical Topics in Bioethics

Clinical Topics in Bioethics: This course will provide an overview of the major areas of clinical bioethics. Participants will gain familiarity with fundamentals of clinical ethics, case precedents, and issues encountered in clinical practice such as informed consent, decision-making capacity, end-of-life, advance directive, medical futility, pediatric ethics, maternal-fetal conflicts, organ donation, and cultural diversity. The course format integrates lecture and active case discussion to provide both the necessary theoretical grounding and real-world ethical problem-solving skills. Credit: 4

PHL 315 Ethics Practicum

Ethics Practicum. A supervised independent study for students interested in attaining experience applying ethical theory in real-world contexts. One option involves researching and participating in a hospital ethics committee that reviews ethical cases brought by patients and their families and that practices ethics policy making. Another option is to join the Queens Ethics debate team; researching and preparing ethical cases and then debating them with teams from other North Carolina colleges and universities. (Offered as needed). 1-4 credits.

PHL 325 Environmental Philosophy

Environmental Philosophy: This course examines key issues in environmental philosophy such as the moral status of non-human living things, environmental preservation and beautification, and the role of environmental philosophy in environmental activism. Emphasis is placed on developing the ability to critically think about and articulate positions on these and other 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 : An upper-level study of a movement or issue in philosophy. Possible topics include Chinese Philosophy, Sports Philosophy, Philosophy of Technology, and Data Ethics. 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

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 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.

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 spring term). Credit: 4

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 even fall term). Credit: 4

PHY 311 L Found of Modern Physics Lab

Lab for PHY 311. Credit: 0

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 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 odd fall term.) Credits: 3

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 as needed.) 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 even 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 odd 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

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. A required course for the Pre-Law minor. No prerequisite. (Offered every spring term.) Credit: 4

POL 217 Politics of Race and Ethnicity

Politics of Race and Ethnicity: An examination of the struggle for political, social, and economic rights on the part of racial and ethnic minorities, in the US and across the world. The focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the barriers to opportunity that racial and ethnic minorities face in various societies. No prerequisites. (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 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 260 Contemporary Conflict in the World

Contemporary Conflict in the World: Political violence is a persistent feature of international relations. This course examines the complexities of global conflict focusing on the causes of violence, interventions to prevent and terminate violence, and the post conflict environment. Different types of conflict will be examined, including interstate war, civil war, terrorism, and transnational crime. Using contemporary case studies to explore theory, this course will develop students' ability to compare and apply major approaches to understanding the origins of global conflicts and critically evaluate opportunities for peacebuilding. No prerequisites. (Offered every even fall 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 fall term.) 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 303 Gender and Politics

Gender and Politics: This course focuses on the psychology of gender and its impact on women and their roles as political actors in the United States. We consider: the social construction of gender and power in American society; how women act politically outside the electoral arena; the gender gaps in attitudes and mass participation in mainstream electoral politics and their implications for representative institutions; why more women aren't elected to office, and how men and women are treated differently as political candidates; how women act as office-holders; and finally the implications of women as citizens and political elites for public policy. Throughout the course, the major goals are (1) to describe how gender constrains political actors, and to understand the reasons for similarities and differences between women and men in politics, and (2) to focus attention on how women differ among themselves (e.g. in terms of race, class, party) and how those differences affect their capacity for unified collective action. No prerequisites. (Offered every even fall term) Credit: 4

POL 304 Political Psychology

Political Psychology: This course provides a broad survey of the interdisciplinary field of political psychology with a focus on American politics. Our main objective will be to examine psychological theories and concepts and how they can help us understand the behavior, attitudes, and decision-making of political actors ranging from elites to the masses. The breadth of political psychology is immense, and we cannot possibly cover every area of research or even every aspect of the topics we discuss. We will focus on those lines of research that are fundamental to understanding basic political behavior and which shed light on the state of modern American politics. After completing this course, you will improve your understanding of how the human psyche influences political attitudes and how those attitudes motivate behavior within the political environment. No prerequisites. (Offered every even spring 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 fall 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 spring term.) Credit: 4

POL 312 Regression in the Social Sciences

Regression in the Social Sciences: Regression analysis is a foundation for modeling data to answer research questions in social sciences and beyond. This course will allow students an opportunity to explore regression in detail and, in the process, will introduce them to the statistical software, R, which is gaining popularity in graduate programs and workplaces because of its power and flexibility. Required prerequisite: MAT 131 or equivalent; Recommend prerequisite: One semester of research methods (e.g. PSY 300, POL/SOC 250). 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 odd fall term.) Credit: 4

POL 318 Analysis of Public Opinion

Analysis of Public Opinion: In this course, you will learn how to study public opinion in an empirical manner. This class will challenge you to think about the factors that influence public attitudes on political issues, primarily in the United States. You will learn basic statistical and programming techniques to analyze public opinion data like a professional political scientist. This course consists of three general elements: lectures, where you will learn about prominent research on the factors that influence public opinion; breakout sessions, where you will develop skills necessary to analyze data and construct effective survey instruments with a group of your peers; and class discussions where we will discuss current events related to public opinion in American politics and brainstorm research ideas. Prerequisites: POL/SOC 250, or permission of the instructor. (Offered odd spring) 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 as needed.) 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 as needed) 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 as needed.) Credit: 2-4

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 odd 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 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 odd fall 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 even spring term.) Credit: 4

POL 352 Rising China

Rising China: Political violence is a persistent feature of international relations. This course examines the complexities of global conflict focusing on the causes of violence, interventions to prevent and terminate violence, and the post conflict environment. Different types of conflict will be examined, including interstate war, civil war, terrorism, and transnational crime. Using contemporary case studies to explore theory, this course will develop students' ability to compare and apply major approaches to understanding the origins of global conflicts and critically evaluate opportunities for peacebuilding. No prerequisites. (Offered every odd spring term) 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 even 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 395 Political Science Lab Assistant

Political Science Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisite: POL 250 and permission of the department. Repeatable for a total of 4 hours. (Offered as needed.) Credit: 1-2.

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 as needed.) 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

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 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 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 Psychological Disorders

Psychological Disorders: 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. Prerequisites: MAT 131 or equivalent, PSY 200, PSY 300 and PSY 301. (Offered every spring term.) Credit: 4

PSY 305 Regression in Social Sciences

Regression in Social Sciences: Regression analysis is a foundation for modeling data to answer research questions in social sciences and beyond. This course will allow students an opportunity to explore regression in detail and, in the process, will introduce them to the statistical software, R, popular in graduate programs and workplaces because of its power and flexibility. Required prerequisite: MAT 131 or equivalent; Recommend prerequisite: One semester of research methods. (Offered as needed.) 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 as needed.) Credit: 4

PSY 323 Quest UG Publication

QUEST Undergraduate Publication Course: This course invites students into the process of professional writing and editing for publication of the Queens undergraduate research journal. Drawing on the interdisciplinary nature of writing, research, and scholarship, this course offers a variety of disciplinary lenses by which to consider knowledge-making and knowledge-dissemination. Students will learn and discuss writing and editing as it applies to qualitative, quantitative, and rhetorical research. Additionally, students will obtain practical experience designing and producing the publication of an undergraduate research journal; participating in the peer review process based on editorial requirements; learning the fundamentals of disciplinary writing, copy-editing, and

proofreading. (Offered every fall term.) Credits: 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 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/Pract

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 as needed.) 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 Psych Disorders

Child and Adolescent Psychological Disorders: 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 as needed.) 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. Students will have the opportunity to lead groups in an applied practicum experience. 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 is 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

QCP 400 H Honors: Culminating Experience

Honors: Culminating Experience: This Honors capstone seminar in The Queens Advantage Program focuses on a complex, real-world theme or question and challenges students to explore the topic and 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 complex, real-world theme or question and challenges students to explore the topic and 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

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.) Credit: 4

QHW 103 Health and Wellness

Health and Wellness: This course challenges students to explore the multiple dimensions of wellness. 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 aspects of mind, body and/or spirit. Individual course topics may vary by section. Some sections may include a physical activity component. May be repeated with a different topic for a total of 4 hrs. (Offered every fall and spring term, Day and Evening.) Credit: 2

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 participate in an in-depth reflective exploration of learning community topics, while engaging in discussions with other students in the Honors Program. Emphasis is placed on drawing civic connections, exploring personal and social responsibilities, and articulating consequences and implications of choices and actions to a community. 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-The Science of Color

QLC-The Science of Color: Color has a powerful impact on our lives and in our world. How do humans and other animals perceive color? How does color functions as a signal for biological interactions? How is color made with light and with pigments? We will answer these questions and more to explore the importance of color and how it is made. . 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 normally taken by honors students in their second or third year. Honors students in this course investigate complex problems using an interdisciplinary lens. 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 normally taken by honors students in their second or third year. Emphasis is placed on: (a) facilitating the development of leadership capacity in Honors students, and (b) drawing civic connections, exploring personal and social responsibilities, and articulating consequences and implications of choices and actions to a community. 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

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. Co-requisite: SLD 100 (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. (Offered every fall and spring term.) Credit: 2

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 the Study of Sacred Texts

Basics in the Study of Sacred Texts: This course will introduce studentss to sacred texts, paying close attention to their historical contexts, methods of interpretation, and questions surrounding translation and language. Depending on the instructor's area of specialization, this course will focus on a range of sacred texts. Attention will be given to the role of sacred texts and scriptures in contemporary culture. (Offered every odd fall term.) Credit: 4

REL 220 Diversity/Inclusion in Hebrew Bible

Diversity and Identity in the Hebrew Bible: This course examines how the Hebrew Bible, one of the most influential books in world history, addresses modern issues of diversity and identity. Utilizing modern Biblical scholarship, students will explore Biblical concepts of inclusion, exclusion, power, and privilege. How does the Hebrew Bible address gender, socioeconomic status, sexual orientation, immigration, race, or ability? Prerequisite: None. (Offered every spring term.) Credits: 4

REL 300 Faith and Feminism

Faith and Feminism: Are religious texts inherently patriarchal

or is patriarchy one lens through which one can read religious texts? Can one also apply a feminist lens to religious texts? How have Jewish, Christian, and Muslim theologians countered patriarchy - in the name of God - by reclaiming what they believe are the core values of their religions? This course examines how women from diverse religious traditions engage with religious texts from a feminist lens. This course will introduce students to feminist approaches to the study of religious texts, examine debates and points of contention both within and without this scholarly community. Prerequisite: None. (Offered every odd fall.) Credit: 4.

REL 315 Seminar: Sacred Texts and Tradition

Seminar in Sacred Texts and Traditions: This seminar explores narratives in sacred texts through textual analysis and considers the theological, social, and ethical implications of these narratives. The course explores the role of human interpretation with special attention to issues of language and translation. 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 320 Religion and Politics

Religion and Politics: Ongoing debates about religion, politics, identity, and rights make it clear that religion is one of the most powerful forces in public life. This course is designed to help student identify and unpack the complex ways in which religious communities and their commitments impact policy-making and elections. Depending on the faculty member's specialization, this course may focus on the United States or another region of the world. Prerequisite: None. (Offered as needed.) Credit: 4.

REL 325 Jewish Ideas that Changed the World

Jewish Ideas That Changed the World: This course examines Jewish ideas that have transformed the world including monotheism, human equality, peace, justice, liberty, the prophets and social reform, labor movements, mysticism, prayer, charity, repairing the world, and the Promised Land. Through this lens, the evolution of Jewish texts and traditions over the past 2000 years will be explored. From sacred scripture to ritual to the holy land of Israel, students will evaluate Judaism's successes and struggles and its transformative influence on the world today. Prerequisite: REL 220 or permission of instructor. (Offered as needed.) Credits: 4

REL 330 Religion and Media

Religion and Media: This course will examine the intersections of religion, media, and popular culture. Religion often expresses itself in popular culture through the arts and various forms of media, while religion frequently expresses itself thorough religious memes and other presentations. By studying the genres of magazines, film, newspapers, broadcast news, comics, music, and other cultural products, we will discover how beliefs, ideals, practices, institutions from various religious traditions shape popular culture and mediate. Prerequisite: none. (Offered as needed.) Credit: 4.

REL 365 Seminar: Religion, Ethics, Society

Seminar in Religion, Ethics, and Society: This seminar explores the intersections between religion and society, exploring the social, political, and cultural dimensions of

religious beliefs, understanding and interpretation. Special topics include Islam, Women and Gender in the Muslim World; Introduction to Buddhism; Religion and Media, Religion and Politics; and Peacemaking in the Holy Land. 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.)

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

SEL 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

SEL 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

SEL 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

SEL 695 School Executive Internship

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

SEL 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

SLD 100 Roadmap: Campus Connections

Roadmap: Campus Connections: This course connects QMP 100 students to the university experience by emphasizing the interactions between academics, the Queens campus, and the community of Charlotte. By working with a peer mentor and attending a set of workshops, students will explore the ways that they can integrate their academic and co-curricular experiences to be successful at Queens. Co-requisite: QMP 100. Credit: 0

SLD 150 Athletic Academic Preparedness

Athletic Academic Preparedness: This course engages incoming students in identifying and developing academic success skills that will support a successful transition into Queens. Goals include helping student-athletes define their needs, identify campus resources, and learn about strategies that can assist with their academic development. Strategies focus on self-management topics, such as time management and the role of being a student and an athlete, as well as

learning strategies, such test-taking and note-taking. Credits: 2

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.

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 fall term.) 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 term.) 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 250. Prerequisite: SOC 101 or PSY 101. (Offered every term.) 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 as needed.) 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 term.) Credit: 4

SOC 305 Regression in the Social Sciences

Regression in the Social Sciences: Regression analysis is a foundation for modeling data to answer research questions in

social sciences and beyond. This course will allow students an opportunity to explore regression in detail and, in the process, will introduce them to the statistical software, R, which is gaining popularity in graduate programs and workplaces because of its power and flexibility. Required prerequisite: MAT 131 or equivalent; Recommend prerequisite: One semester of research methods (e.g. PSY 300, POL/SOC 250). 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. Students will apply theoretical perspectives, methodological strategies, and data analytics to investigate family issues. Public policy issues related to modern families will also be considered. No prerequisites. (Offered every odd spring 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 every even spring term.) 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. Students will apply theoretical perspectives, methodological strategies, and data analytics to investigate medical issues. No prerequisite. (Offered every even fall term.) 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 as needed.) 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 as needed.) 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 395 Sociology Lab Assistant

Sociology Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisite: SOC 250 and permission of the department. Repeatable for a total of 4 credits. (Offered as needed.) Credit: 1-2

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. Cross-listed with POL 360. Prerequisites: None. (Offered every even fall 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 or the Psychology research methods sequence (PSY 300, PSY 301, PSY 302), 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

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. (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. (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. (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, placement exam, or 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, SPN 230, placement exam, or permission of instructor. (Offered every even fall 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, SPN 230, placement exam, 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, SPN 230, placement exam, or permission of instructor. (Offered every odd spring 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, SPN 230, placement exam, or permission of instructor. (Offered every even fall 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, SPN 230, placement exam, or permission of instructor. (Offered every odd fall 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, SPN 230, placement exam, 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, SPN 230, placement exam, 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, SPN 230, placement exam, 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 or 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 term as needed.) 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

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. Prerequisite: None. (Offered as needed.) Credit: 1-4

THR 220 Lighting and Sound Practicum

Lighting and Sound Practicum: Participation in theatrical production, with emphasis on lighting and sound. Prerequisite: None. (Offered as needed.) Credit: 1-4

THR 230 Costuming and Makeup Practicum

Costuming and Makeup Practicum: Participation in theatrical production, with emphasis on costuming and makeup. Prerequisite: None. (Offered as needed.) Credit: 1-4

THR 240 Scenic Arts Practicum

Scenic Arts Practicum: Participation in theatrical production, with emphasis on set construction and scene painting. Prerequisite: None. (Offered as needed.) Credit: 1-4

THR 245 Stage Management Practicum

Stage Management Practicum: Participation in theatrical production, with emphasis on stage management. Prerequisite: None. (Offered as needed.) Credit: 1-4

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: None. (Offered as needed.) Credit: 4

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 prerequisite 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 603 MSTOD Residency

MSTOD Residency: This residency is required to be completed at least one time over the course of one's tenure as an MSTOD student. The purpose of the residency is to provide students with active learning experiences focused on skill development including communication and networking. The course may be repeated up to six times. Prerequisite: None. Credit: 0.

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. Cross-listed with MBA 622. 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 the foundational disciplines on which the

practice of coaching is based and the applicable theories and methods. Students will engage with key theories and methods while gaining practical coaching skills, including contracting, active listening, powerful questioning, goal setting, and action design. Additionally, the course includes writing coaching agreements and emphasizes ethical practices in coaching. 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 dedicated to the development of advanced coaching skills, allowing students to enhance their expertise through both in-class and practical, real-world practice. Emphasizing the alignment of these skills with the International Coaching Federation (ICF) competencies, this course prepares students for the ICF credentialing assessment. By the end of the course, students will have a deep understanding of advanced coaching techniques and be well-equipped for certification. 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, onboarding, 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 offers students the opportunity to engage in hands-on coaching experiences in real-world settings. Students will work independently with a client to deliver an intensive coaching consultation, applying their knowledge and skills in a practical context. Additionally, the course will focus on developing group coaching techniques, allowing students to refine their ability to facilitate coaching in both one-on-one and group environments. By the end of the course, students will have gained valuable experience and insights into the dynamics of coaching in various contexts. Students may repeat the course up to three times, if desired. Cross-listed with MBA 674. Prerequisite: 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 639 Mentor Coaching

Mentor Coaching: Mentor coaching is a collaborative process to enhance coaching skills through feedback, guidance, and support. This course includes both group and individual mentor coaching to identify strengths and areas for improvement based on the ICF core coaching competencies. Participants who complete the mentor coaching will have two recordings to submit for ICF credentialing. This is a pass/fail course. Prerequisite: TOD 635 or approval from the Program Director. Credit: 1.

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, 360degree 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. Credit: 3

TOD 646 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 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 649 Inclusion & Engagement in Orgs

Inclusion & Engagement in Organizations: This course is designed to provide business professionals with the skills required to effectively develop, manage and lead an inclusive and engaged workforce in the 21st century. A review of human differences provides a basis for understanding the causes of prejudice, stereotypes, discrimination, unconscious bias, privilege, inequity, intersectionality, etc. An analysis of the different eras of workplace diversity (early years, value diversity era and the third era) illustrates the developments which have taken place. The course utilizes applied activities to evaluate current practices and develop the skills required to design inclusive work environments, facilitate constructive dialogue, address microaggressions, promote psychological safety and adapt communication styles to foster engagement. Last, the course will explore inclusive leadership strategies that promote a sense of belonging, enhance employee satisfaction, improve employee retention, engagement and organizational effectiveness. Students are advised to complete Understanding Social Identities (TOD 622/MBA 622) and/or Cross Cultural Management (MBA 693/TOD 624) prior to enrolling in this course. Cross-listed with MBA 649.

Prerequisites: None

TOD 650 Leadership Skills & Techniques

Leadership Skills and Techniques: This course provides knowledge and skills to be effective leaders and managers in the evolution of successful organizations. Students examine a wide-range of leadership theories and practices to analyze and lead today's successful companies and teams, such as political acumen, crisis management, leadership styles, strategic planning and conflict resolution and negotiation. Additionally, students determine key factors involved in sustaining organizations. Cross-listed with MBA 680.

Prerequisites: Credit: 3

TOD 651 Stakeholder/Client/Relationship Mgt

Stakeholder, Client, and Relationship Management: This course is designed to provide professionals with the knowledge, skills, and tools to effectively work with others, both inside and outside of their organization. Students will engage in a host of micro and macro business processes, including stakeholder identification, persona analysis, stakeholder management, and stakeholder engagement. The course topics include emotional intelligence, communication styles, interpersonal skills, and an audience-focused approach. Cross-listed with MBA 651. Prerequisites: None.

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 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. 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, and 630.

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 and community involvement. To be considered for need-based financial aid, students must have been admitted to Queens and must complete and submit required financial aid applications. For domestic students, this requirement includes the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at www.studentaid.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 within an official award notification. A complete listing of Federal, North Carolina and University funding opportunities is available online at <https://www.queens.edu/financialaid/>.

Applications for financial aid should be submitted by entering undergraduate students as early as possible after financial aid applications open. Students filing by March 1st will receive priority in funding. New graduate students are encouraged to complete financial aid applications 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.studentaid.gov no later than March 1st of each academic year. For more information on applying for financial assistance, visit <https://www.queens.edu/financialaid/>. 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 half-time). Undergraduate students not demonstrating financial need and graduate students may borrow an unsubsidized Federal Loan for which they would accrue interest while enrolled 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 half-time (six) hours. Awards are calculated using 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 <https://www.cfnc.org/pay-for-college/apply-for-financial-aid/forgivable-education-loans-for-service/> for more information.

QUEENS UNIVERSITY OF CHARLOTTE PROGRAMS

University scholarships

Students applying for undergraduate admission are considered for various institutional merit scholarship opportunities. Scholarships are awarded based on a student's academic performance and overall review of their admissions application. Amounts vary and are awarded for four years, provided a student maintains good academic standing with the university.

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

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. 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. Undergraduate Students should contact the Center for Student

Success and schedule a meeting with an academic advisor. 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.

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 students 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

Note: 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 2025-2026.

UNDERGRADUATE PROGRAMS

Comprehensive Tuition Rate **\$ 22,896 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.

Full-Time Students **\$ 45,792 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 **\$ 1,272 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 BSN Program, or the Accelerated BSN Program will pay the per credit hour tuition rate as indicated below, regardless of the number of credit hours for which they are registered.

Undergraduate Programs	\$ 1,272 per credit hour
Accelerated BSN Program*	\$ 1,272 per credit hour

*Cohort starts in May 2026

GRADUATE PROGRAMS

College of Arts and Sciences

Master of Fine Arts (MFA) in Creative Writing	\$850 per credit hour
Post-Graduate certificate	\$850 per credit hour

McColl School of Business

Master of Business Administration (MBA)	\$1,303 per credit hour
MBA Graduate Certificate	\$1,303 per credit hour
Master of Science in Talent & Organization Development (MSTOD)	\$1,035 per credit hour
MSTOD Graduate Certificates	\$1,035 per credit hour
Master of Science in Financial Analytics	\$1,494 per credit hour
MSFA Graduate Certificate	\$1,494 per credit hour

Knight School of Communication

Master of Arts in Communication (MACom)	\$1,030 per credit hour
COM Graduate Certificate	\$1,030 per credit hour

Wayland H. Cato, Jr. School of Education

Master of Arts in Educational Leadership (MEL) \$567 per credit hour

Master of Education (MED) \$567 per credit hour

Educational Leadership Certificate (AIG) or (SPED) \$567 per credit hour

School Executive Leadership Academy Certificate (SELA) \$567 per credit hour

Presbyterian School of Nursing

Master of Science in Nursing (MSN) \$721 per credit hour

Post-Masters Certificate \$721 per credit hour

Blair College of Health

Master in Health Administration (MHA) \$927 per credit hour

Healthcare Administration Certificate \$927 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 four-year residency requirement for all traditional undergraduate students unless the student is approved to live off campus based on the Residency Requirements. All residents will be charged 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 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)

Corridor Style Residences

	<u>Annual</u>	<u>Per Semester</u>
Double	\$ 9,410	\$ 4,705
Triple	\$ 8,522	\$ 4,261
Quad	\$ 7,401	\$ 3,701

Suite Style Residences

	<u>Annual</u>	<u>Per Semester</u>
Single (including ADA)	\$ 14,126	\$ 7,063
Double	\$ 11,208	\$ 5,604
Triple	\$ 9,865	\$ 4,933
Double with Private Bath	\$ 11,884	\$ 5,942

Meal plans

All residential 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 (sashelp@queens.edu).

Meal Plans (Board Rates)

	Annual Cost	Per Semester (Fall & Spring)
Unlimited meal plan	\$ 7,296	\$ 3,648
17 meal plan	\$ 6,397	\$3,025 3,199
12 meal plan	\$ 5,710	\$2,700 2,855
7 meal plan	\$ 3,912	\$1,850 1,956

OTHER TUITION / FEE INFORMATION

REQUIRED HEALTH AND ILLNESS INSURANCE

Queens University of Charlotte student health insurance provider has changed to [Wellfleet](#), beginning the 2025-2026 academic year.

Queens University of Charlotte requires that all domestic undergraduate students enrolled in 12 or more credit hours and all F1/J1 International students, athletes (and graduate athletes), and BSN and ABSN students to have health insurance coverage. All students are **automatically enrolled annually** in the Queens University of Charlotte's Health Insurance Plan (SHIP) and must complete the online waiver to reverse the charges from their student account. All eligible students must complete an online waiver by **September 05, 2025**.

Students can visit the Gallagher [Student Resources website](#) to view the full plan description, plan benefits, exclusions, limitations and terms of coverage.

2025-2026 Rates & Terms of Coverage

The Queens Insurance Plan is an annual policy.

Coverage Period	Coverage Dates	Premium
Annual	August 1, 2025 – July 31, 2026	\$2,164*
Spring / Summer	January 1, 2026 – July 31, 2026	\$1,256
Summer	May 9, 2026 – July 31, 2026	\$498

*Billed in two installments of \$1,082.00.

Eligibility Requirements

All full-time traditional undergraduates taking 12 credit hours or more, international students in one credit hour or more, athletes (including graduate athletes), and students in the BSN and ABSN nursing programs are automatically enrolled in Queens Healthcare Insurance Plan. The charges will be split over Fall and Spring semester. New ABSN cohorts will be billed starting in the Summer semester for this coverage.

Enrolling in Student Health Insurance

To complete the online waiver, you must visit the [Student Resources website](#) and under "Profile" select the "Log In" button. Follow the prompts to complete the enrollment process.

**It is important to remember that the enrollment/waiver must be completed each year.*

Waiving Coverage of Student Health Insurance

If students have comparable coverage and wish to waive coverage under the Queens University of Charlotte's Health Insurance Plan (SHIP), they must complete the online waiver form by the waiver term deadline.

New students entering the Fall semester will need to only waive once for that academic year. New students entering the Spring semester will be required to waive for Spring/Summer. ABSN will waive in May for Summer semester only.

To complete the online waiver, you must visit the [Student Resources website](#) and under "Profile" select the "Log In" button. Follow the prompts to complete the form and select "Waive Coverage" to start the process. You will receive an email confirmation of the "Approved Waiver". Save a copy of your confirmation for your records.

It is important to remember that the online waiver must be completed each year.

- Fall Waiver deadline - September 05, 2025
- Spring Waiver deadline - January 16, 2026
- Summer Waiver deadline - May 26, 2026

More Information

For insurance coverage and other questions, visit the Gallagher [Student Resources website](#) and select 'Frequently Asked Questions' or use their Live Chat option.

Optional Vision & Dental Plans

Students *can choose* to add vision and/or dental coverage for an additional cost while attending Queens. There are several options for each type of coverage. For more information, please visit the [Queens Student Insurance Plans website](#).

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 Gap 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 Gap 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 go to <https://greatercharlotteconsortium.org/> for additional information.

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.

Enrollment Deposits

Undergraduate Programs**	\$300
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***Undergraduate program deposits will be refunded if the University has been notified prior to June 1 of the student's decision not to attend.*

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	\$ 1,079 per Fall & Spring term
Full-time Undergraduate Program--Commuters	\$ 1,079 per Fall & Spring term
Graduate Students	\$ 275 per Fall, Spring & Summer term
Part-time Undergraduate Students (up to 11 hours) Less than 12 hours	\$ 330 per Fall & Spring term

Other Fees

Late Payment Fee	\$75 Charged monthly
<i>*Charged if students have an outstanding balance and no payment plan after drop/add each term.</i>	
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	\$100 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, and less financial assistance awarded, are due and payable according to the schedule listed below:

Payment Due Dates

	Fall Term	Spring Term	Summer Term
Undergraduate	August 1st	January 6th	May 1st
Graduate	August 26th	January 6th	May 5th

Drop Dates – see current academic calendar.

*Students are responsible for charges on 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. Domestic credit or debit cards are assessed as a 2.95% convenience fee. International credit or debit cards are assessed as a 4.75% convenience fee. Students wishing to pay by check (ACH) can pay by checking or savings (verify with your bank first) accounts use the “new bank account” option. There is a \$.50 convenience fee for online check payments.
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 complete the enrollment in a payment plan may result in courses being dropped or being charged a \$75.00 late fee, per month. Future courses may also be dropped until the balance is paid in full. 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 charges assessed against the student regardless of any arrangements or agreements made with other parties.
6. Payments returned from the student's bank are assessed as 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. A 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 may 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 may 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 must visit the [Financial Aid](#) website or call 704-337-2225 option 2.

Withdrawal or Drop and Financial Obligations

The policies and procedures below apply to all undergraduate and graduate students. Students who are enrolled 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 know 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 a reversal of financial aid. Any balance created because of the reversal of financial aid in addition to any existing student account balance will require payment immediately. In the event of a withdrawal from the University, any refunds issued to students during the term of withdrawal may need to return these funds in part or in full to the University because of a withdrawal. Students who receive a refund check and withdraw during that term 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 considered as dropped if initiated after the end of the Drop/Add period. This is referred to as a withdrawal from the course and is not susceptible to a refund of charges.

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 completed through the Registrar's office.

Withdrawal from All Classes / From the University Academic-Withdrawal

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 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 the 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 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 to discuss the ramifications of withdrawing from the University before you stop attending classes.

Example Schedule of Tuition Adjustment for Drop/Withdrawal

Undergraduate and Graduate on Ground - 16 Week Semester (Excluding MFA Program)

Period of Withdrawal	Adjustment
Week 1- Drop / Add	100%
Week 2.....	75%
Week 3 and 4.....	50%
Week 5 and 6.....	25%

Online and on ground Graduate Programs – 8 Week Modules

Period of Withdrawal	Adjustment
Week 1- Drop / Add	100%
Week 2.....	0%

Master of Fine Arts Program

Period of Withdrawal	Adjustment
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

***Lauren Alexander**

Executive Director, Center for International Education

B.A., Rice University; M.A., University of Maryland –
Baltimore County

José Badillo Carlos

Assistant Professor of Spanish, 2022

B.A., M.A., Northern Illinois University; Ph.D., Michigan State
University

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

Associate 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

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

Shawn K. Bowers

Associate Professor of Creative Writing, 2012

B.A., M.F.A., Queens University of Charlotte

Terrence Broderick

Lecturer of 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

Lauren Burke

Instructor of Accounting, 2021

B.S., M.A., Florida State University

Jany Cabezas

Instructor of Biology, 2024

B.A., B.A., Florida Atlantic University; M.S., Indiana
University

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 José
State University; D.B.A., Boston University

Yu-Ling Chen

Associate Professor of Music Therapy, 2019

B.F.A., National Taiwan Normal University; M.M., M.M.Ed.,
Kansas University; Ph.D., Kansas University

Sun-Ki Choi

Assistant Professor of Economics, 2023

B.A., Sogang University; M.A., New York University; M.A.,
Syracuse University; Ph.D., University of Kentucky

Yvette Clifton

Assistant Professor of Chemistry & General Education, 2018

B.S., Simmons College; M.S., Brandeis University; Ph.D.,
Tufts University

Margaret Commins

Shelton Professor of Political Science, 2010

B.A., Gettysburg College; M.A., Ph.D., University of North
Carolina at Chapel Hill

Joseph Cornelius

Associate 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 and Director of the
Presbyterian School 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., Cappel 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 & Charles A. Dana Professor, 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; Ph.D., University of North Carolina at Greensboro

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

Erin K. DeBell

Senior Instructor of Spanish, 2010

B.A., M.A., University of North Carolina at Charlotte

Thomas DeRossett

Assistant Professor of Psychology, 2022

B.S., Murray State University; M.S., Ph.D., Saint Louis University

Colleen Dunham

Instructor of Nursing, 2024

B.S.N., M.S.N., Maryville University

Jennifer C. Easterwood

Professor of Biology, 2005

B.S., Presbyterian College; Ph.D., Medical University of South Carolina

Sveinn Einarsson

Assistant Professor of Biology, 2024

B.S., M.S., Ph.D., Old Dominion University

***Kathryn Ervin**

Access Services Librarian, 2022

B.A., High Point University; M.A., Wake Forest University; M.L.I.S., University of North Carolina at Greensboro

Thomas Espenschied

Assistant Professor of Multimedia Storytelling, 2023

B.B.A., Kent State University; M.S., Miami University; M.F.A., Wake Forest 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

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

Lucia Galleno

Professor of Spanish, 2008

B.A., M.A., Pontifica 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

*** Kevin Gannon**

Director of the Center for the 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

Christopher Garcia

Assistant Professor of Sports Media, 2024

B.A., University of Florida; M.S., Ph.D., Florida State 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

Dennis Gerwin

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

Associate Professor of Business 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

Rebecca Guth-Metzler*Assistant Professor of Chemistry, 2023*

B.F.A., Moore College of Art & Design; B.S., Pennsylvania State University; Ph.D., Georgia Institute of Technology

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

Nicole HoerschelmannDean 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

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

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*Charles A. Dana Professor of Psychology, 2009*

B.S., M.A., Ph.D., The University of Alabama

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

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., 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

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

Andrea McCrary*Assistant Professor of English, 2002*

B.A., Queens University of Charlotte; M.A., University of Tennessee; Ph.D., University of North Carolina at Greensboro

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B.A., M.A. Queens University of Charlotte

Kira McEntire*Associate Professor of Biology, 2020*

B.A., Southwestern University; Ph.D., University of Georgia

Forrest Gregg McIntosh*Assistant Professor of Chemistry, 2023*

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B.A., Florida State University; M.A., Ph.D., Georgetown University

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B.A., Winthrop University; Ph.D.; University of South Carolina

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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

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Associate Professor of Sport Management, 2024
B.A., Northern Illinois University; M.S., Grambling State University; Ph.D., University of Tennessee

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Instructor of Maternity Nursing, 2016
B.S.N., The College of New Rochelle; M.S., Pace University

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Associate Professor of Finance & Economics, 2019
B.S., M.S., State Power Engineering University, Russia; M.S., Ph.D., University of North Carolina Charlotte

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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

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Livingstone Professor of Music Therapy, 2010
B.A., University of East Anglia; M.M.E., University of Kansas; Ph.D., Michigan State University

Patrice D. Petroff

Professor of Education, 2002
B.S., Pennsylvania State University; M.Ed., California University of Pennsylvania; Ph.D., University of Virginia

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Assistant Professor of Music (Voice), 2022
B.M., Ithaca College; M.M., University of Cincinnati; D.M.A., University of Maryland

Roseann Pluretti English

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., D.B.A., Kent State University

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Assistant Professor of Art and Design, 2022
B.S., M.Arch, Roger Williams University

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Professor of Creative Writing, 2003
B.A., Wingate University; M.F.A., University of North Carolina at Wilmington

David Reppenhagen

Assistant Professor of Accounting, 2024
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Barry Robinson

Robert Haywood Morrison Professor of History, 2012
B.A., University of North Carolina at Charlotte; M.A., Ph.D., Vanderbilt University

***Denise Rotondo**

Dean of the McColl School of Business and Professor of Management, 2023
B.S.B.A., University of Florida; M.B.A., Ph.D., Florida State University

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Associate Professor of Political Science, 2008
B.A., Rollins College; M.A., The George Washington University; Ph.D., The University of St. Andrews, UK

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Associate Professor of Psychology, 2017
B.S., M.S., Ph.D., Vanderbilt University

Judith Schindler Wallach

Associate Professor of Jewish Studies and Sklut Professor, 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 University

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

Amy Sentementes

Assistant Professor of Political Science, 2023
B.S., Texas Christian University; M.A., Ph.D., University of North Carolina at Chapel Hill

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**

Collection Development & Cataloging 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

Associate Professor of Health Services, 2018
A.S., Delaware Community College; B.S., West Chester University; M.S., Ph.D., Walden University

*** Kristina Siarzynski-Ferrer**

Assistant Vice President for Academic Success and Operations 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

Peter Smith

Instructor of Nursing, 2024
B.A., Maryville University; B.S., Barnes-Jewish College; M.S.N., Webster University; Ed.D., Lindenwood University

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

***Andrea Stanfield**

Director of Everett Library, 2023
B.A., M.L.I.S., Florida State University

Tracy Stephens

Assistant Professor of English, 2017
B.A., M.A., Grand Valley State University; Ph.D., Northern Illinois University

Bianca Sumutka

Associate Professor of Psychology, 2018
B.A., Loyola University; M.S., Ph.D., The Pennsylvania State University

Michael A. Tarabek

Professor of Mathematics, 1995
B.A., St. Vincent College; M.S., Ph.D., Carnegie Mellon University

Erin Taylor

Instructor of Nursing, 2024
B.S.N., Queens University of Charlotte; M.S.N., Xavier University

Robert Teixeira

Lecturer of Music, 2015
B.S., Westfield State University; M.M., Florida State University

University

***Daniel Terry**

Associate 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 of Interdisciplinary Studies, 2010
B.S., University of North Carolina at Chapel Hill; B.A., Ph.D., University of California, Los Angeles

Kyle Thomson

Lecturer of Spanish, 2024
B.A., University of California, Santa Cruz

***Angela Tsuei-Strause**

Executive Director of the Vandiver Center for Career Development
B.F.A., Cornell University; M.S., Queens University of Charlotte

Gerardo Arturo Vázquez

Assistant Professor of Physics, 2023
B.S., Benemérita Universidad Autónoma de Puebla; M.S., Instituto Nacional de Astrofísica Óptica y Electrónica; Ph.D., Universidad Nacional Autónoma de México

Taylor Walker

Assistant Professor of Health Communication, 2025
B.A., B.S., Ohio University; M.A., University of Cincinnati; Ph.D., Ohio University

Joanne M. Walsh

Lecturer of Biology, 2015
B.S., University of Florida, Gainesville; D.V.M., Tuskegee University

Maureen Walsh Koricke

Associate 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

***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

Professor of Art (Design), 2009
B.F.A., Long Island University; M.F.A., Parsons School of Design

Chase Wrenn

Instructor of Physics, 2025

B.S., B.S., University of North Carolina at Charlotte; M.S., M.S., North Carolina State University

Leina Wu

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

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

William L. Berry

Professor of Business Administration, 1996

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

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

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

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, 1971

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, 1989

B.A., Luther College; M.A., Occidental College; D.M.A., University of Oklahoma

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Professor of English, 1978-2015

B.A., Washington and Lee University; M.A., Ph.D., University of Texas at Austin

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Professor of English (Drama), 1981

B.A., Incarnate Word College; M.F.A., University of Georgia

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Professor of Nursing, 1998

B.S., Hartwick College; M.S.N., University of North Carolina at Chapel Hill; Ph.D., Georgia State University

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Professor of World Languages (French), 1991

B.A., Wartburg College; M.A., Ph.D., University of North Carolina at Chapel Hill

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Professor of Music, 1989

B.M., M.M., Michigan State University; M.Ed., Winthrop College; Ph.D., Temple University

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Professor of English, 1987-2016

B.A., Gettysburg College; M.A., Harvard University; Ph.D., University of North Carolina at Greensboro

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Professor of Nursing, 1993

B.S.N., Case Western Reserve University; M.S.N., University of Kentucky; D.S.N., University of Alabama at Birmingham

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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

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Assistant Professor of Anthropology, 1993

B.A., Eckerd College; M.A., Ph.D., University of Florida

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Dean of the Blair College of Health and Professor of

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B.S.N., Indiana University of Pennsylvania; M.S.N.,
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Professor of Bible and Religion, 1991-2021

B.A., Mary Washington College; M.Div., Harvard Divinity
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Associate Professor of Communication, 1990-2018

B.S., Carleton University; M.S., Syracuse University; Ph.D.,
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Professor of Mathematics, 1987

B.S., Purdue University; M.A., Ph.D., Michigan State
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Professor of History, 1991

A.B., Davidson College; Ph.D., Oxford University

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Professor of Quantitative Methods, 2000

A.A.S., A.A., Harper College; B.A., University of Illinois –
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Professor of Biology, 1992-2015

B.S., Davidson College; Ph.D., Emory University

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Assistant Professor of Music, 1984-2022

B.M., Wittenberg University; M.M., Florida State University

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Professor of English, 1989-2019

B.A., Hollins College; M.A., Ph.D., University of North
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Professor of Psychology, 1959

A.B., M.A., University of South Carolina; M.A., The Ohio
State University; Ph.D., University of North Carolina at
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Associate Professor of Music, 1969

B.Mus., B.Mus.Ed., College of Wooster; M.Mus.Ed., Virginia
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Professor of History, 1975

B.A., Davidson College; M.A., Ph.D., Vanderbilt University

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Professor of World Languages (Spanish), 2010-2022

B.S., University of North Carolina at Pembroke; M.A., Ph.D.,
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*Carolyn G. and Sam H. McMahon, Jr. Professor of History,
1983-2022*

B.S., Georgetown University; M.A., Ph.D., Cornell University

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